UNIVERSITY OF ALBERTA

# THE EVALUATION OF A PEER COUNSELLING PROGRAM IN A HIGH SCHOOL SETTING

BY

STEPHEN P. CARTER

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

IN

COUNSELLING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1991

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May 31, 1989

Mr. Stephen Carter
c/o John Paul II High School
9975 - 93 Avenue
Fort Saskatchewan, Alberta
T8L 1N5

Dear Steve:

Re: Thesis/Peer Support Evaluation

This will acknowledge receipt of the material submitted regarding the above mentioned.

Steve, I have reviewed the material you sent me and the evaluation of the Peer Support project looks very good. Thus, I am pleased to advise you that approval to carry out your research is granted.

I would be most interested in your findings and therefore request that once your evaluation is complete, please provide me with a copy of the results.

Good luck!

Yours sincerely,

Robert E. Leight

Robert E. Leight
Superintendent of Schools
xc: Mr. R. Woelfle

REL:mis

# PEER COUNSELLING

## people helping people

February 9, 1989

Mr. Stephen Carter
John Paul II High School
9975 - 93 Avenue
Fort Saskatchewan, Alberta
T8L 1N5

Dear Steve:

Thanks for returning your survey form. Your interest in evaluating your school's peer program as your Master's thesis is exactly what Ailsa Eage did. I have enclosed a copy of her work, which has several good instruments. If you find it useful, please send us the $4.75 which covers the printing costs.

I have talked with Ailsa, and she agrees that you can use her work or make any modifications you might need.

Good luck with your evaluation.

Sincerely,

Rey A. Carr, Ph.D.
Director and Professor

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Enc.

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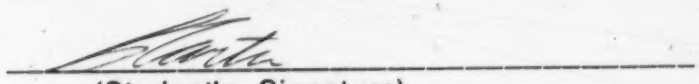

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THE UNDERSIGNED CERTIFY THAT THEY HAVE READ, AND RECOMMEND TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH FOR ACCEPTANCE, A THESIS ENTITLED THE EVALUATION OF A PEER COUNSELLING PROGRAM IN A HIGH SCHOOL SETTING.

SUBMITTED BY STEPHEN P. CARTER

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER'S OF EDUCATION

IN COUNSELLING PSYCHOLOGY

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Date: September 26, 1991

## ABSTRACT

The purpose of this study was to conduct a comprehensive evaluation of a peer counselling program in a High School setting. Opinions were obtained from students, staff, peer counsellors, their parents and their clients.

A large sample was obtained for the general student survey (204 students, or 73% of the student population). The results validated the basic assumptions on which peer counselling programs are founded, namely that students most often seek out other student for help with problems, and that students are thought to be capable of providing help for their peers.

The results indicate, that while students have confidence in one another for helping, few students said they would seek help with a problem from a peer counsellor. It is thought that existing peer counselling programs are perhaps too small to adequately represent all peer groups within the school and that attempts should be made to expand membership in the program in order to reach more students.

Uncertainty was shown by students and staff as to the specific functions and capabilities of the peer counsellors and shows the need for greater communication within the school. It was also indicated that students have greater confidence in a peers ability for helping with school and relationship problems, while less confidence was shown for dealing with problems of a more serious nature such as suicide, death and pregnancy. This point emphasizes the difference between peer counselling and "professional" counselling programs.

As was also found in several previous studies, positive personal gains for the peer counsellors were found based on their own opinions and that of their parents.

An alternate model for peer support team selection and training is proposed in an attempt to deal with the shortcomings noted in the study, and there is need for further research to enhance existing peer counselling programs

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TABLE OF CONTENTS

ABSTRACT

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER

1. INTRODUCTION 1

2. REVIEW OF THE LITERATURE 5

A description of peer counselling 5

Variety among peer counselling programs 7

Methods used for evaluating peer counselling programs 9

The need for further evaluation 12

The focus of this study 16

3. RESEARCH DESIGN AND PROCEDURE 18

Sample and evaluation instruments 20

Analysis of data 22

Limitations of the study 23

4. RESULTS 24

Research question 1 26

Research question 2 29

Research question 3 30

Research question 4 37

Research question 5 41

Research question 6 43

Research question 7 45

5. DISCUSSION AND CONCLUSIONS 57

Suggestions for further research 64

Recommended changes for peer counselling programs 66

BIBLIOGRAPHY 71

APPENDICES

APPENDIX I: NEEDS ASSESSMENT 75

NEEDS ASSESSMENT RESULTS

APPENDIX II: PEER SUPPORT GOALS AND ACTIVITIES 85

APPENDIX III: SELECTION AND TRAINING PROCEDURES 87

APPENDIX IV: QUESTIONNAIRES, COVER LETTERS,

ADMINISTRATION INSTRUCTIONS 94

APPENDIX V: QUESTIONNAIRE RESULTS 111

LIST OF TABLES


| Table | | Page |
|---|---|---|
| 1 | Components of peer support training | 19 |
| 2 | Questionnaire response rate | 24 |
| 3 | Demographics for student questionnaire | 25 |
| 4 | Demographics for client questionnaire | 25 |
| 5 | Demographics for member questionnaire | 26 |
| 6 | Student preferences for receiving help | 27 |
| 7 | Percentage of students who feel peers can help | 27 |
| 8 | Areas in which students feel peers can be of help in | 28 |
| 9 | Result's from teacher's questionnaire validating assumptions | 29 |
| 10 | Acceptance of friends a peer support members | 30 |
| 11 | Parent questionnaire results | 31 |
| 12 | Member questionnaire results | 32 |
| 13 | Has peer support made any changes about your feelings towards school? | 34 |
| 14 | Has being in peer support made any differences in your relationships with family members? | 35 |
| 15 | Has being in peer support made any differences in your relationships with friends? | 35 |
| 16 | Would you recommend peer support to others | 36 |
| 17 | Which skills learned from peer support training do you feel most confident using? | 38 |
| 18 | Which skills do you feel least confident using? | 38 |
| 19 | Which aspects of peer support training / meetings did you like the most | 39 |
| 20 | Which aspects did you like the least? | 39 |
| 21 | Did what you learned as a result of being in peer support meet your expectations? | 40 |
| 22 | Can you suggest any changes which might improve the peer support training program? | 40 |
| 23 | Peer support members pre and post estimates of their ability to help a peer with a problem | 41 |
| 24 | Teacher questionnaire results | 43 |
| 25 | Relative age peer support member spoken to | 44 |
| 26 | Reason why students spoke to a peer support member about a problem | 44 |
| 27 | Peer support client evaluation | 45 |
| 28 | Type of problems students discussed with peer support members | 46 |

| Table | | Page |
|---|---|---|
| 29 | School wide peer support evaluation - student questionnaire results | 47 |
| 30 | Statistics for school wide peer support evaluation - student questionnaire results | 48 |
| 31 | Multivariate tests of significance for male-female overall results on the student questionnaire | 49 |
| 32 | Significance of gender differences seen between items on school questionnaire | 50 |
| 33 | Multivariate tests of significance for client / non-client results on the student questionnaire | 52 |
| 34 | Significance of client versus non-client differences on school questionnaire | 53 |
| 35 | Multivariate tests of significance for grade level results on the student questionnaire | 55 |
| 36 | Grade differences seen in response to the student survey` | 56 |

# CHAPTER 1

## Introduction

Peer counselling programs (often referred to as peer support programs) are gaining more and more acceptance in secondary schools. Examples include the well co-ordinated Central Alberta Peer Support Network (in Red Deer and area) and entire school districts establishing peer counselling programs at the secondary level (for example, the County of Strathcona). de Rosenroll and Dey (1990) describe a 1986 study which found only 10 peer counselling programs documented in Canada in 1979 while the number rose to over 1000 programs in 1986. Peer counselling programs select students who are already identified as being helpers within their peer groups. They are then provided with training in areas such as problem solving, empathy and crisis intervention. These trained helpers are then thought to help others more effectively, while maintaining close contact with other peer counsellors for their own support. The team trainer, often the school counsellor, provides training, supervision and support to the peer counsellors on an ongoing basis.

It is apparent that whether or not a formal peer counselling program exists students always have helped each other with personal problems and will continue to do so. The benefits of having a formal peer counselling program are that the students can be trained how to help more effectively and to learn their limitations in helping. The students involved in the program then become an extension of the existing counselling program. Fellow students are often aware of problems experienced by their peers sooner than counsellors due to

their close daily contact with their friends and are able to supplement the counselling services by dealing with the less severe problems themselves (Carr, 1980). Peer counsellors are also in an excellent position to refer students with problems of a more serious nature to the counsellor. Also, students involved in peer support usually get to know the counsellor well enough to be able to reassure friends who are nervous about seeing a counsellor.

It is common to see literature on how students tend to approach their peers for help more often than seeking help from parents, teachers or counsellors (Carr and Saunders, 1980). Other writings show the wide variety of settings in which peer counselling can function effectively (Gray and Tindall, 1978). Amidst all the abundant literature on peer counselling little is written on program evaluation. A major publication of peer counselling, The Peer Facilitator Quarterly, published by the National Peer Helper Association (U.S.A.) has only contained a regular section entitled, "Research & Evaluation" since the September 1990 issue. Evaluation articles to date in The Peer Facilitator Quarterly are generally a basic "how-to" of evaluation rather than reporting on actual evaluations done (de Rosenroll, 1990a; Sciacca, 1990). Of the studies that do evaluate such programs the major focus is on pre-post measures of empathy (Saunders, 1982), or on some other aspect of skill acquisition or personal development (Dougherty and Taylor, 1983). Such studies generally present a very positive picture of benefits of peer counselling programs on the participants. Few studies were found (Edge, 1988; Morey, Miller, Fulton, Rosen, & Daly, 1989) which evaluated a peer counselling program by obtaining input

from an entire school population. Although the results obtained by Edge (1988) were to a large extent very positive they also provided some direction for enhancing the program such as providing teachers with more information about the program and providing students with more information about how to make arrangements to see a peer counsellor. Results also showed that the peer counsellors themselves wanted to be viewed more as friends than as "counsellors". Such a study not only confirms the importance of undertaking a peer counselling program within a school but it also provides direction to enable it to improve. Previous studies did much to show benefits, but little to enhance and modify the program.

With the majority of evaluative studies only involving input from or about the peer counsellors themselves the question of what are the strengths and weaknesses of peer counselling programs remains unanswerable. The National Peer Helpers Association recently published a set of "programmatic standards" which cited the need for both formative and summative evaluations to be done to continually revise and improve peer counselling programs (Tindall, 1990).

To provide a more comprehensive evaluation in the area of peer counselling further study needs to be done to determine if peer support programs are seen by others in the school to accomplish the goals which they are working towards. Another area of concern is whether a student who has been helped by a peer counsellor views the peer counselling program differently than a student who has not had contact with a peer counsellor. Perhaps the answer would lead to an even more fundamental, yet unaddressed question, "are students who

become part of the peer counselling program still seen as peers by their schoolmates?" It is the aim of this thesis to evaluate a high school peer support program in order to examine these previously unanswered questions and to provide a more detailed evaluation of a peer counselling program.

# CHAPTER 2

## Review of the Literature

### A Description of Peer Counselling

Often peer support programs are defined by mottos such as "youth helping youth" (Myrick and Erney, 1979). Peer support programs make use of those students in the school who are already seen as being helpful and trustworthy by their peers. Carr and Saunders (1980) state that "peer counselling is based on the well documented fact that students most often seek out other students for help when they are experiencing some frustration, concern, worry, or problem"(p. 4).

A variety of models exist for the training of peer counsellors (eg. Carr & Saunders, 1980; Davis, Handcock, & Hills, 1987; Giddan, 1988; Myrick & Erney, 1978; Roberts, Fitzmahan & Assoc., 1989; Thompson, 1986). Recent developments in the training of students is a shift from content oriented programs (eg. Carr & Saunders, 1980) towards more experiential programs (eg. Davis, Handcock, & Hills, 1987). Regardless of the specific model used training activities generally focus on developing a higher level of empathy in the peer counsellor as well as providing them with problem solving and crisis intervention skills.

It has been found that the four most important selection criteria among peer support team trainers are the potential trainee being seen as emotionally healthy, as a representative of a school subgroup, as having leadership potential and as being able to benefit from the training (Carr, 1988). Since a lot of the initial work in peer

counselling developed from the study of group processes it was traditionally recommended that the membership be held to a small number of participants. Often training manuals such at the Peer Counselling Starter Kit (Carr & Saunders, 1980) recommend the group size be limited to eight to ten students and advocate a rigorous selection procedure. Potts, (1990) points out that it could be dangerous for a person with emotional problems to become part of a peer helping program. An opposing view by de Rosenroll (1990b) cautions that small, highly selective groups leave out and alienate certain sub-groups within the school and that perhaps it is time to make great efforts to include students from such groups even if they do not possess all the qualities of ideal heipers. It is also possible that students not selected to be part of the peer counselling program may feel rejected or inadequate and that a rigorous selection process, whose main goal is to reduce the group size to eight or ten, may be wasting valuable resources to the school community (de Rosenroll, 1990c). Much research has been done trying to determine a way in which to select the ideal peer counsellor but the results have not lead to the ideal characteristics of an effective peer helper (German & Jacobs, 1986) nor has a suitable predictive test been found to assist in the selection process (Parr, 1989).

Often it is the school counsellor's role to act as the program leader, being responsible for selection, training and supervision. Although the training covers crisis intervention the extent of involvement by the peer support members is traditionally limited to active listening and assisting with problem solving. It is stressed

throughout the training sessions that more serious problems must be referred to a professional helper.

Many team leaders place high expectations upon the peer counsellors ranging from being seen as the salvation to overworked school counsellors and ineffective parents (de Rosenroll, 1986), to providing crisis intervention for their peers in need, and to showing leadership and developing positive school spirit (Lynn, 1986).

An obvious question emerges, that is, are these caring students, who have received training to earn the title of peer counsellorl, actually meeting the goals set out for them by the leaders of the peer counselling programs? Further, what validity do the assumptions have that underlie the peer counselling model? In order to answer such questions the focus will now shift to look at some of the attempts made to evaluate peer counselling programs.

## Variety Among Peer Counselling Programs

In a review of the peer counselling articles listed in the January 1980 to April 1985 Psychological Abstracts Altmann, Nysetvold and Downe (1986a) found that while several articles on peer counselling existed, 25% of these articles showed no evidence of counselling activities. Usually these articles referred to any example of students helping students as peer counselling. Helping activities done by the peer counsellors included such things as peer tutoring and new student orientation rather than having a counselling focus. This and other examples describing the workings of peer counselling programs point to the large diversity that exists in all aspects of such programs (Carr & Saunders, 1980; Davis, et al., 1987;

McIntyre, Thomas & Borgen, 1982; Myrick & Erney, 1978; Gray & Tindall, 1978, 1985). Allcorn (1988) defends such results by stating that even though "the amount of one-on-one peer counselling may be found lacking" that the diversity of services provided by such programs more than makes up for any shortcomings (p.37). Such diversity is also an important part of peer support programs as such programs are encouraged to be responsive to the needs of the school so that while many schools share common training methods the services that they provide should all be unique to a certain extent (McIntyre, Thomas, & Borgen, 1982). Further, it would be an impossible task to evaluate such a variety of programs. However, most Alberta schools with peer support programs are based on the approach described by Carr and Saunders (1980) including later refinements in the training program provided by Davis, Handcock, and Hills (1987). Carr and Saunders (1980) define peer counselling as a "process in which trained and supervised students offer listening, support, and alternatives, but little or no advice to other students" (p.4). Training activities found in the Peer Counsellor Starter Kit (Carr and Saunders, 1980), which are actually similar to activities found in most other training programs, focus on verbal and non-verbal attending skills, communication roadblocks, empathic listening, questioning, self-disclosure, feedback, values clarification, decision-making, problem-solving, ethics, confidentiality and referrals.

Methods Used For Evaluating Peer Counselling Programs

As recently as 1986 articles have been written that attest to the fact that methods for training peer counsellors far surpasses the ability to evaluate their effectiveness in the schools (Altmann, et al., 1986a). This result comes as no surprise since the area of school counsellor evaluation is also in great need of improvement (Matthay, 1988). The results of a 1985 survey done through The Peer Counselling Project Newsletter (Carr, 1986) showed that a majority (81%) of peer support leaders thought an evaluation was very important in a peer helping program while only 12% carried out a systematic, comprehensive evaluation. Close to half of the respondents were dissatisfied about their current method of evaluation or their knowledge and skill in evaluation.

Several procedures have been used for evaluating peer counselling programs. Most focus on assessing the knowledge and skills of the peer counsellor (Altmann et al., 1986a; Dougherty & Taylor, 1983). Other popular procedures include evaluations done by the clients and teachers of peer counsellors (McIntyre, et al. 1982), self-assessments by peer counsellors and comparing peer counsellor's skills with that of a control group (Dougherty & Taylor, 1983). Since much research already shows that individual peer counsellors gain skills (Altmann et al., 1986a) and experience personal growth (MacCulloch & Cochran, 1985) such areas need little exploration.

Dougherty and Taylor (1983) recommend using a pre-post method, a comparison group method and a self-report assessment method and in fact many later evaluations have followed such

methods. They caution that the pre-post method has limited value due to the absence of a control group. Examples of pre-post research cited by Dougherty and Taylor (1983) show a wide variety of results ranging from finding no increase in attitude towards school or in self-concept to significant gains in self-concept and in helping skills. In their review of studies done using a comparison group again some studies found an increase in areas such as self-concept, empathy and school achievement, while other studies found no increase in self-concept. MacCulloch and Cochran (1985) using a comparison group method found that peer career counsellors showed significantly more improvement on the Career Development Inventory than did the control group. It was thought that of the first two methods that the comparison group method had a greater degree of validity. The self report method was seen to be more flexible for measuring specific program outcomes although the results were thought to be less precise. An example of self-report data was given by Puchkoff and Font-Padron (1990) where it was found that students who had been members of a peer helping program in college felt that they had developed greater confidence, interpersonal skills and job-related skills as a result of being peer counsellors. Generally Dougherty and Taylor (1983) advocate the use of formalized testing instruments to measure areas such as attitude towards school. While such measures may or may not produce statistically significant results it is important to have the evaluation method and instruments be congruent with the goals and objectives of each individual program. Giddan (1988) sees possible methods of evaluation for peer helper programs to include testimonials from

participants, clients or observers, numerical data gathered such as number of helping sessions or number of clients, or by conducting a cost-effectiveness analysis.

Thompson (1986) made use of already developed psychometric tests, the Rokeach Dogmatism Scale which attempts to distinguish between open-minded and closed minded individuals, and the Tennessee Self Concept Scale, to both evaluate the program and to set individual goals for training. This followed the assumption that an increase in open-mindedness or in self-concept is indicative of a better peer counsellor. The study found using a pre-post method that the training program increased the open-mindedness of the participants as well as raised their level of self-esteem, confidence, and self-awareness. Personal growth has also been indicated on a questionnaire given to former peer counsellors by Frisz (1984).

Favorable results have also been obtained by evaluations done by the clients of the peer counsellors. Frisz & Lane (1987), did a comprehensive survey of the clients of a peer adviser program which included a detailed personal profile, reasons for using the service, and questions on how helpful and knowledgeable the peer advisers were. The results were seen to have no differences due to demographic information (age/sex) and overall found the advisers to be both helpful and knowledgeable. Frisz & Lane (1987) state that comprehensive evaluation is crucial for program evaluation and found the need for further research to look for sex/age differences in terms of type of services needed.

Guttman (1985) evaluated a secondary school peer counselling program by having the peer counsellors do a self-report on their

interpersonal growth and by client evaluations. The self-report indicated strong personal gains in self-confidence, interpersonal skills and self esteem. The client survey showed the majority of clients felt that the peer counsellors were helpful and would recommend peer counsellors to their friends. Also 55% of the respondents stated that they preferred peer counsellors to adult counsellors. This last result suggests that peer counsellors may reach a group of students in need who otherwise might not access counselling services.

McIntyre, et al. (1982) first evaluated their peer counsellors for report card purposes by using informal ratings of basic skill from the leaders point of view, and on the willingness of members to actually use their skills within the school setting. Using a pre-post method they also found an increase in correct responses to hypothetical helping situations. In order to evaluate the program effectiveness within the school instruments were developed measuring client satisfaction with the helping for both individual and group settings as well as a questionnaire for teachers who had referred students to peer counsellors for help. Evaluation results called for the need to select appropriate students for the program, to use appropriate training materials and to maintain close supervisory contact with the participants.

## The Need For Further Evaluation

Schmidt (1968) in response to one of the earliest articles describing the concept of peer counselling (Carkhuff, 1968) cautions that evaluating a peer counselling program based on the perceptions

of the peer counsellors themselves may have results that are biased and overly optimistic. This caution is also given by Stufflebeam and Webster (1983) in their discussion of various evaluation types which finds that several forms of evaluation are self-serving and designed to make the program being studied look good. Schmidt (1968) provides the caution that any evaluation of a peer counselling program must go beyond the peer counsellors themselves.

Altmann, Nysetvold and Downe (1986b) feel that peer counselling programs should be designed to meet the needs of the school and then evaluation would be in part measuring how well the school needs were met by the program. Tinsley, Brown, de St. Aubin and Lucek (1984) state the importance of program evaluation to be done by asking the entire school population to evaluate the program based on criteria such as confidentiality, therapeutic gain, motivation, openness, empathy, genuineness, expertness and trustworthiness. In their study they found that "students are as likely to seek assistance from a peer counselor as from a counseling psychologist, psychiatrist, or clinical psychologist for personal problems" (p.158), although the study did not differentiate between personal problems of different severities.

Results of a study conducted to examine the type of problems high school students would go to a counsellor for help with suggests that those students who had experienced at least one counselling session in the year prior to the evaluation responded in a more positive manner towards counselling than those students who had no contact with the counsellor (Hutchinson & Reagan, 1989). Perhaps some of the previously mentioned studies seemed overly favorable

because of only obtaining input from those students who had made use of the peer counselling service.

One comprehensive evaluation was conducted by Morey, et al. (1989) in which all students were asked to comment on areas of concern to them in the first part of the study. All students who were clients of peer counsellors were then asked to complete an additional section which measured their satisfaction with the help they received. The results found that a significantly greater number of girls used the peer counselling service than did boys, and that the main issues dealt with were school and relationship problems. The author's of the study cited the importance of setting goals related to the needs and concerns of the specific school as well as looking for ways to reach segments of the student population that do not normally access peer counselling services. In explaining why some students did not find the peer counselling program helpful Morey, et al. (1989) suggested that perhaps more is expected of the peer helpers than they have the training or maturity to handle. The study also indicates a certain frustration among the clients towards non-directive, empathic assistance and recommends, "Although the peer counsellors were trained not to give advice, perhaps they should be trained to provide information and to assist students in solving problems and making decisions"(p. 142).

A recent evaluative study done by Edge (1988) provided a more comprehensive evaluation of a peer counselling program somewhat along the lines suggested by Tinsley, et al. (1984) by focusing on the "effects of training on the trainees, (the) teachers' attitudes towards the programme, client reactions, and the impact on the student body

in general" (p.ii.). For the most part the results were very positive from all groups surveyed, although a very low return was seen on the client surveys because the peer support members felt it made them seem too formal or professional to approach their friends to fill out a client survey. The parents of peer support members indicated that their children showed improvement in decision making, taking responsibility and feelings towards school. Edge's study provided some new insights which are important to be aware of in order to improve existing peer counselling programs. Examples of this are the findings that a large number of students in the school where the evaluation was done were uncertain as to how they could go about getting an appointment with a peer counsellor and that a number of teachers expressed uncertainty as to whether or not they thought that students could be trained to deal with problems such as parent-student and teacher-student conflict.

Of equal importance to the results of the study Edge has produced several questionnaires which are very useful for other peer counselling leaders to use for the evaluation of their own programs. It appears that Edge's study has greater validity than previous studies in that it uses methods capable of performing a comprehensive evaluation of the program where other studies only measured small aspects of the peer counselling programs, the client satisfaction or the peer counsellors personal growth. The reliability of this or of any other questionnaire rests upon the ability of the instrument to adequately measure the questions being researched (Smith and Glass, 1987). Edge includes several of the major goals and underlying assumptions in the test items in order to cover many

aspects of the program. One area lacking is the use of a needs assessment in order to set goals for the program as suggested by Altmann, et al. (1986b) and then questions in the survey instruments which relate to those specific goals.

The Focus of This Study

The aim of this study is to perform a similar evaluation to that done by Edge (1988) in order to evaluate a peer counselling program and to measure how well the program met specific, pre-established goals which were based in part on a needs survey done prior to the the program start up. Although the questionnaires were slightly modified to reflect the specific goals of the program being studied they are still considered to be valid since the minor changes made them more pertinent to the program and increased their face validity. The results from the questionnaires will address the following questions:

1. Were the assumptions which peer support programs are based on considered to be valid by the students in the high school being studied?. For example, did they prefer to speak to a friend about a problem more often than a parent, teacher, or counsellor?

2. Were peer counsellors still viewed as peers or did they become part of an "elite" group? Did the friends of peer counsellors still feel comfortable around them?

3. What were the personal changes experienced by the peer counsellors? How did their perceptions of personal changes compare with their parents perceptions of their personal changes?

4. Did the training program meet the goals outlined by the training manual as viewed by the peer counsellors?

5. How well did the peer support program meet it's goals, as viewed by teachers in the school?

6. What was the level of satisfaction of the services provided to the 'clients' of peer support members?

7. What were the results of an overall evaluation of peer support and how did these results compare between different groups of students? For example, to compare the responses of those who were peer support 'clients' with the 'non-clients' and to compare the responses of males and females on the school wide survey.

# CHAPTER 3

## Research Design and Procedure

The peer support program evaluation was done at the end of the 1988-89 school year at a high school in a small city located near Edmonton, Alberta. The school is a grade 9 to 12 high school consisting of 280 students and 23 teachers. The 1988-89 school year was the third consecutive year for the peer support program in the school.

Prior to the start of the peer support program, in the 1988-89 school year, a school wide needs assessment was done in order to help the upcoming peer support members decide on goals for the program. The peer support members considered the results while establishing goals for the year but were encouraged to come up with their own ideas as well and were not bound to the results of the assessment. A copy of the needs assessment and the results of it are found in Appendix 1, and the goals set by the peer support team are found in Appendix 2.

Selection and training was done following the format provided by Carr and Saunders (1980). Additional training activities were used from the manual written by Davis, Handcock, & Hills (1987). The skills covered in the training program are listed in table 1 and a detailed description of the selection and training procedures are listed in Appendix 3.

Table 1

| Components of Peer Support Training |
|---|
| verbal and non-verbal communication |
| communication roadblocks |
| empathy |
| listening skills |
| questioning skills |
| feedback |
| values clarification |
| decision making |
| problem solving |
| ethics, confidentiality & referrals |
| crisis intervention |

The peer support program evaluation which was conducted at the end of the 1988-89 school year followed the format set out by Edge (1988). All questionnaires used were modified (by permission from the author) from those used by Edge (1988). The modifications were done for cosmetic reasons (such as changing the term peer counsellor to peer support member - the term normally used at John Paul II), to reflect slightly different training methods and to take into account the goals developed by the peer support team at the start of the year. Since Edge's study provided the only set of measurement instruments available for the comprehensive evaluation of a peer support program it was necessary that those questionnaires be used. Further, Rey Carr (University of Victoria) was involved with Edge's study and since it is largely Carr's training program used at John Paul II (Carr and Saunders, 1980), as well as his recognition as an expert in the field of peer counselling, Carr's involvement lent face validity to the questionnaires used in this study.

For the evaluation five major questionnaires were used, copies of which can be found in Appendix 4 along with covering letters or standardized administration instructions.

Sample and Evaluation Instruments

All 280 students were given the opportunity to voluntarily complete the "student questionnaire" which was administered simultaneously during class time to all students in the school by their teachers who read out a standard set of instructions. The student questionnaire used a Likert-type scale to evaluate various aspects of the program as well as to validate some of the basic assumptions that peer support operates under such as students more often turning to peers for help. The demographic section will enable analysis of data as a whole, by grade, sex, or by comparing those that have spoken to a peer support member with those who have not. 204 students returned completed questionnaires and an additional 4 questionnaires were discounted due to being very incomplete.

All of the 23 staff members were given the opportunity to complete the "teacher questionnaire" which was given out at the June staff meeting. Like the student questionnaire the teacher questionnaire used a Likert-type scale to evaluate various aspects of the program as well as to validate some of the basic assumptions that peer support operates under. Fourteen completed questionnaires were returned

The third questionnaire was the"client questionnaire". Each peer support member was asked to give out 5 questionnaires which were to be filled out and returned anonymously by people they had

helped over the past school year. They questionnaire assessed the level of satisfaction the "clients" had with the service provided. It also identified the types of problem which were dealt with during the helping sessions. Eighteen client questionnaires were returned.

The fourth questionnaire was completed by the peer support members themselves in which they rated themselves on personal growth experienced since joining peer support. It measured their own levels of communication skills and of overall development both before being involved with peer support and after the year was over. It also included short answer questions which were designed to evaluate the training program. There were three grade 9, three grade 10, two grade 11, and three grade 12 students on peer support this year. All eleven peer support members returned completed questionnaires

The final questionnaire was sent to parents of peer support members in which they were also asked to rate them on personal growth over the past year, rating the skills and maturity of the peer support members both before and after the program. Ten of the eleven member's parents returned completed questionnaires.

The peer support members were also requested at the beginning of the year to keep a log book to record helping sessions and the topics of the sessions. Similar to Edge's study (1988) the members were not in favor of writing down anything about helping sessions, however innocuous it may be. As a result no such information was available at the end of the program.

Analysis of Data

Analysis of data was done in ways that are appropriate to the research question being examined. The first six stated questions were preliminary or double checks on results that have already been obtained by other studies. The final question was of greater significance and will be looked at more closely.

The data for the first six research questions was looked at in terms of percentage responses and means to see if the results were overall more positive, neutral or negative.

Question seven, the primary focus of this study (school wide evaluation of peer support) looked at the responses made about the assumptions of peer support, how favorably the program was viewed, and how well the peer support program met its goals in the school. The assumption was made that all groups were volunteer samples. Following this assumption the analysis will follow the "posttest-only control group" design proposed by Campbell and Stanley (1966). The data was also analyzed to compare the overall means between groups such as those who received peer support help compared to those who didn't, males compared to females, and the differences between grade levels.

It was a goal of this study to arrive at conclusions about:

1. the type of person that makes use of peer counselling services (to arrive at more specific training to meet the client needs better);
2. characteristics about the people not using peer counselling services (is the peer support program viewed in a negative way by some groups?); and

3. changes needed to be made by the peer support program so that it can meet the needs of more students in the school.

Limitations of The Study

1. The information on the client questionnaire likely does not represent a random sample of peer support clients.

2. Subjects who completed questionnaires for this study may not be representative of other groups of students in other schools, and therefore the findings may have limited generalizability.

3. Due to a low number of students being involved in the peer support program and a relatively small staff at the school being studied, the sample sizes for some questionnaires are smaller than ideally desirable.

4. It is more applicable to generalize to female clients since clients in the study were mainly female.

# CHAPTER 4

## Results

In answering the research questions the results from the various questionnaires will be at times be presented in fragmented form. At other times the entire questionnaire will be presented showing either percentage responses or overall means for the Likert-type scale. The questionnaire results can be found in their complete form in Appendix 5.

Table 2 shows the sample size and response rate for each type of questionnaire given out.

Table 2

Questionnaire response rate

| Questionnaire Type | Questionnaires Given Out | Questionnaires Returned | Percent Returned |
|---|---|---|---|
| Student Questionnaire | 280 | 204 | 72.9% |
| Teacher Questionnaire | 23 | 14 | 60.9% |
| Client Questionnaire | 55 | 18 | 32.7% |
| Member Questionnaire | 11 | 11 | 100% |
| Parent Questionnaire | 11 | 10 | 90.9% |

Tables 3, 4 and 5 summarize the available questionnaire demographics.

Table 3

Demographics for Student Questionnaire

| Grade | Male | Female | Total |
|---|---|---|---|
| 9 | 37 | 28 | 66* |
| 10 | 38 | 23 | 61 |
| 11 | 26 | 15 | 41 |
| 12 | 22 | 14 | 36 |
| Total | 123 | 80 | 204 |

*Note. One grade 9 student did not indicate gender

Table 4

Demographics for Client Questionnaire

| Grade | Male | Female | Total |
|---|---|---|---|
| 9 | 0 | 5 | 5 |
| 10 | 1 | 5 | 6 |
| 11 | 5 | 0 | 5 |
| 12 | 0 | 2 | 2 |
| Total | 6 | 12 | 18 |

Table 5

Demographics for Member Questionnaire

| Grade | Male | Female | Total |
|---|---|---|---|
| 9 | 0 | 3 | 3 |
| 10 | 1 | 2 | 3 |
| 11 | 1 | 1 | 2 |
| 12 | 0 | 3 | 3 |
| Total | 2 | 9 | 11 |

**Research Question 1**

**Were the assumptions on which peer support programs are based on considered to be valid by the students in the school? Specifically, did they prefer to speak to a friend about a problem more often than a parent, teacher or counsellor? Also were peers thought to be able to learn the skills needed to provide such help?**

Table 6 validates the assumption that a student would most likely go to a friend with a problem. However while approximately 60% of the students surveyed said they would seek help from a friend (the most popular answer) only 8% said that they would go to a peer support member (the least popular answer). Table 7 shows that a large majority of students (89%) feel that peers are able to help students deal with problems. Table 8 shows the kinds of problems peers are

thought to be able to help solve. It is interesting to see that less than half of the students said peers could help in problems such as suicide (44%), death (37%) and pregnancy(36%).

Table 6

Student preferences for receiving help

| WHO I AM MOST LIKELY TO GO TO WHEN I HAVE A PROBLEM (N=204) | % |
|---|---|
| FEMALE FRIEND | 60.8 |
| MALE FRIEND | 59.3 |
| PARENT | 34.8 |
| BROTHER / SISTER | 24.0 |
| COUNSELLOR | 10.3 |
| PEER SUPPORT MEMBER | 7.8 |
| OTHER | 5.4 |
| TEACHER | 2.0 |

Table 7

Percentage of students who feel peers can help

| | AGREE OR STRONGLY AGREE | UNSURE | DISAGREE OR STRONGLY DISAGREE |
|---|---|---|---|
| 1. STUDENTS ARE CAPABLE OF HELPING OTHER STUDENTS WITH PROBLEMS, WORRIES, AND CONCERNS | 89.2% | 6.9% | 4.0% |

Table 8

Areas in which students feel peers can be of help in

| I THINK A STUDENT COULD HELP ANOTHER STUDENT IN SOLVING PROBLEMS ABOUT THE FOLLOWING (N=204). | % |
|---|---|
| SCHOOLWORK | 76.5 |
| FRIENDS | 69.6 |
| LONELINESS | 67.2 |
| RELATIONSHIPS | 62.3 |
| DRINKING | 55.4 |
| PARENTS | 53.4 |
| SEX | 48.0 |
| DRUGS | 47.1 |
| TEACHERS | 45.6 |
| STRESS | 44.6 |
| SUICIDE | 44.1 |
| BROTHERS / SISTERS | 43.6 |
| DEATH | 36.8 |
| PREGNANCY | 36.3 |
| CAREER PLANS | 19.6 |
| OTHER | 2.5 |
| NONE OF THE ABOVE | 2.0 |

Results obtained from the teacher questionnaire, which support the assumptions that students most often seek out other students and that they are capable of helping, are shown in table 9.

Table 9

Results from teacher's questionnaire validating assumptions

| | AGREE OR STRONGLY AGREE | UNSURE | DISAGREE OR STRONGLY DISAGREE |
|---|---|---|---|
| 1. STUDENTS ARE CAPABLE OF HELPING OTHER STUDENTS WITH PROBLEMS, WORRIES, AND CONCERNS | 71.5% | 21.4% | 7.1% |
| 2. STUDENTS MOST OFTEN SEEK OUT OTHER STUDENTS WHEN THEY WANT TO TALK OVER A PROBLEM OR CONCERN | 85.7% | 7.1% | 7.1% |

**Research Question 2**

**Were peer counsellors still viewed as peers or did they become part of an "elite" group? Did the friends of peer counsellors still feel comfortable around them?**

Table 6 shows the best answer to this question in indicating who a student is most likely to go to with a problem. Specifically the results showing that a student is most likely to go to a female friend with a problem (61% of the respondents agreed) or a male friend (59% of the respondents agreed) compared to only 7.8% of the respondents saying that they would go to a peer support member. However this contrasts with the actual result which found that 61 out of the 204 students (29.9%) who responded to the student questionnaire said that they have spoken to a peer support member about some form of problem. The client questionnaire indicated that 72.2% of the people who spoke to a peer support member did so because they were already friends with them.

Table 10, taken from the student survey also provides some insight into the acceptance of peer support members and desirability

for being part of the peer support program. No strong support for the program is implied by the way the items were answered.

Table 10

Acceptance of friends as peer support members

| | AGREE OR STRONGLY AGREE | UNSURE | DISAGREE OR STRONGLY DISAGREE |
|---|---|---|---|
| 12. I WOULD LIKE IT IF ONE OF MY FRIENDS WAS PART OF PEER SUPPORT | 43.6% | 38.7% | 16.2% |
| 13. I WOULD LIKE TO BE ON THE PEER SUPPORT TEAM | 18.1% | 28.9% | 52.4% |
| 14. I WOULD FEEL MORE COMFORTABLE TALKING WITH ONE OF MY FRIENDS WHO HAD BEEN PART OF PEER SUPPORT THAN WITH A FRIEND WHO HAD NOT BEEN IN PEER SUPPORT | 30.3% | 30.9% | 37.7% |

**Research question 3**

**What were the personal changes experienced by the peer counsellors? How did their perceptions of personal changes compare with their parents perceptions of their personal changes?**

Tables 11 and 12 show first the peer support member's parent's perceptions of changes in the members, then the member's own views of their personal changes. Both tables show an overall gain in many personal characteristics. The parents saw the most changes in the areas of self-awareness and decision making. The peer support members also saw an increase in self-awareness as well as in the ability to get along with others and in the ability to help peers.

Table 11

Parent Questionnaire Results (N=10)

| Rating Prior To Being Part of the Peer Support Program | | | | Changes Since Being Part of the Peer Support Program | | | |
|---|---|---|---|---|---|---|---|
| Good or Slightly Above Average | Average | Slightly Below Average or Poor | | Great Improve-ment | Slight Improve-ment | No Change | Deter-iorated |
| 6 | 4 | 0 | 1. ABILITY TO LISTEN TO OTHER FAMILY MEMBERS | 2 | 5 | 3 | 0 |
| 8 | 1 | 1 | 2. WILLINGNESS TO COMMUNICATE WITH OTHER FAMILY MEMBERS | 3 | 3 | 4 | 0 |
| 8 | 1 | 1 | 3. ABILITY TO GET ALONG WITH ADULTS | 3 | 2 | 5 | 0 |
| 7 | 3 | 0 | 4. ABILITY TO GET ALONG WITH SIBLINGS AND/OR TEENAGERS | 2 | 4 | 4 | 0 |
| 3 | 6 | 1 | 5. ACCEPTANCE OF RESPONSIBILITIES | 2 | 6 | 2 | 0 |
| 5 | 3 | 2 | 6. OPEN-MINDEDNESS; WILLINGNESS TO ACCEPT THAT OTHERS HAVE THE RIGHT TO HOLD DIFFERENT VIEWS | 3 | 6 | 1 | 0 |
| 3 | 6 | 1 | 7. SELF-AWARENESS | 5 | 5 | 0 | 0 |
| 3 | 6 | 1 | 8. ABILITY TO MAKE DECISIONS | 6 | 1 | 3 | 0 |
| 6 | 4 | 0 | 9. FEELINGS ABOUT SCHOOL, INCLUDING MAINTAINING REGULAR ATTENDANCE | 4 | 3 | 3 | 0 |

Table 12

Member Questionnaire Results (N=11) Continued next page

| Rating Prior To Being Part of the Peer Support Program | | | | Changes Since Being Part of the Peer Support Program | | | |
|---|---|---|---|---|---|---|---|
| Good or Slightly Above Average | Average | Slightly Below Average or Poor | | Great Improve-ment | Slight Improve-ment | No Change | Deter-iorated |
| 3 | 5 | 3 | 1. YOUR ABILITY TO LISTEN TO OTHER FAMILY MEMBERS | 3 | 7 | 1 | 0 |
| 3 | 4 | 4 | 2. YOUR WILLINGNESS TO COMMUNICATE WITH OTHER FAMILY MEMBERS | 3 | 5 | 3 | 0 |
| 5 | 3 | 3 | 3. YOUR ABILITY TO "GET ALONG WITH" YOUR PARENTS | 3 | 2 | 4 | 2 |
| 5 | 4 | 2 | 4. YOUR ABILITY TO "GET ALONG WITH" YOUR SIBLINGS | 4 | 5 | 2 | 0 |
| 2 | 8 | 1 | 5. YOUR ACCEPTANCE OF RESPONSIBILITIES AT HOME | 6 | 2 | 3 | 0 |
| 7 | 2 | 2 | 6. YOUR OPEN-MINDEDNESS, OR WILLINGNESS TO ACCEPT THAT OTHERS HAVE THE RIGHT TO HOLD DIFFERENT VIEWS | 6 | 2 | 3 | 0 |
| 6 | 5 | 0 | 7. YOUR AWARENESS OF YOUR OWN FEELINGS | 8 | 1 | 2 | 0 |
| 4 | 4 | 3 | 8. YOUR ABILITY TO DEAL WITH YOUR OWN FEELINGS | 3 | 5 | 3 | 0 |
| 7 | 3 | 1 | 9. YOUR AWARENESS OF THE FEELINGS OF OTHERS | 7 | 2 | 2 | 0 |
| 6 | 5 | 0 | 10. YOUR AWARENESS OF HOW YOUR BEHAVIOR AFFECTS OTHERS | 5 | 3 | 3 | 0 |
| 8 | 3 | 0 | 11. YOUR ABILITY TO "GET ALONG WITH" FRIENDS | 6 | 5 | 0 | 0 |

Table 12 - continued

Member Questionnaire Results (N=11)

| Rating Prior To Being Part of the Peer Support Program | | | | Changes Since Being Part of the Peer Support Program | | | |
|---|---|---|---|---|---|---|---|
| Good or Slightly Above Average | Average | Slightly Below Average or Poor | | Great Improve-ment | Slight Improve-ment | No Change | Deter-iorated |
| 5 | 5 | 1 | 12. YOUR ABILITY TO "GET ALONG WITH" CLASSMATES OR OTHER STUDENTS | 7 | 4 | 0 | 0 |
| 7 | 4 | 0 | 13. YOUR ABILITY TO "GET ALONG WITH" YOUR TEACHERS | 2 | 4 | 5 | 0 |
| 3 | 4 | 4 | 14. YOUR ABILITY TO THINK POSITIVELY ABOUT YOURSELF | 4 | 5 | 2 | 0 |
| 5 | 3 | 3 | 15. YOUR FEELINGS ABOUT SCHOOL | 2 | 4 | 5 | 0 |
| 3 | 6 | 2 | 16. YOUR ACCEPTANCE OF SCHOOL RELATED RESPONSIBILITIES (HOMEWORK, ATTENDANCE, CLASS PARTICIPATION, ETC) | 1 | 4 | 6 | 0 |
| 5 | 5 | 1 | 17. YOUR ABILITY TO MAKE DECISIONS | 3 | 6 | 2 | 0 |
| 6 | 4 | 1 | 18. YOUR ABILITY TO COPE WITH ANY PROBLEMS THAT YOU MAY HAVE | 4 | 7 | 0 | 0 |
| 7 | 3 | 1 | 19. YOUR ABILITY TO HELP YOUR PEERS DEAL WITH ANY PROBLEMS THAT THEY MAY HAVE | 10 | 1 | 0 | 0 |
| 8 | 2 | 1 | 20. YOUR ABILITY TO CONTRIBUTE TO A CLASS DISCUSSION | 5 | 4 | 2 | 0 |
| 1 | 5 | 5 | 21. YOUR ABILITY TO TAKE CRITICISM | 4 | 5 | 2 | 0 |

Tables 13 - 15 (taken from the short answer portion of the member questionnaire) indicate that peer support has not changed the members views of school but they perceivethat it has improved their relationships with family and friends.

Table 13

"Has peer support made any changes about your feelings towards school?"

| Member # | Response |
|---|---|
| 1 | SORT OF. I HAVE A POSITIVE ATTITUDE |
| 2 | NO |
| 3 | NO, NOT REALLY |
| 4 | NOT REALLY, BUT IT HELPS ME DEAL WITH TEACHERS SOMETIMES |
| 5 | NO |
| 6 | YES, I FEEL LIKE SCHOOL CAN BENEFIT ONE OF THESE DAYS, INSTEAD OF TAKE ME NOWHERE |
| 7 | NO, THERE HAS BEEN NO CHANGES TOWARDS MY FEELINGS AS A RESULT OF PEER SUPPORT |
| 8 | NO, NOT REALLY |
| 9 | NO, I STILL HATE IT |
| 10 | YES I CAN ENJOY IT MORE AND I FEEL MORE A PART OF THE SCHOOL |
| 11 | YES, I LIKE SCHOOL BECAUSE OF THE PEOPLE THAT TRUST ME TO TALK WITH THEM ABOUT PERSONAL THINGS |

Table 14

"Has being in peer support made any differences in your relationships with family members?"

| Member # | Response |
|---|---|
| 1 | I HAVE BEEN ABLE TO DISCUSS PROBLEMS MORE OPENLY |
| 2 | YES |
| 3 | A LITTLE |
| 4 | YES, IT MAKES ME MORE ABLE TO PRESENT MY OPINIONS AND IDEAS TO PARENTS WITH A BETTER PLANNED APPROACH AND I CAN OFTEN DEAL WITH ANY FEELINGS I HAVE EASIER BECAUSE I CAN NOW PLACE MYSELF IN THEIR POSITION |
| 5 | YES |
| 6 | YES, ME AND MY SISTER GET ALONG REALLY WELL BECAUSE I DON'T GET AS MAD AS I USED TO WHEN SHE BUGS ME |
| 7 | YES, I FEEL I CAN COMMUNICATE BETTER WITH FAMILY MEMBERS SINCE I'VE BEEN A PART OF PEER SUPPORT |
| 8 | NO |
| 9 | YES, I DON'T GET ALONG WITH THEM THAT GOOD BUT I AM SLOWLY WORKING IT OUT |
| 10 | YES BECAUSE I CAN UNDERSTAND THEM IN A DIFFERENT POINT OF VIEW NOW |
| 11 | YES, MY SISTER AND I ARE CLOSER AND I TALK MORE WITH MY PARENTS |

Table 15

"Has being in peer support made any differences in your relationships with friends?"

| Member # | Response |
|---|---|
| 1 | A LOT OF MY FRIENDS HAVE TALKED TO ME MORE DEEPLY |
| 2 | YES |
| 3 | YES |
| 4 | YES, I NOW RECOGNIZE CERTAIN SIGNS IN THEM THAT ARE OF DISTRESS AND I AM ABLE TO UNDERSTAND THEM BETTER |
| 5 | YES |
| 6 | IN A WAY, I CAN TALK TO THEM BETTER, BUT SOME WON'T TALK BECAUSE THEY THINK I'LL TELL OR JUST BECAUSE OF PEER SUPPORT |
| 7 | YES. MANY FRIENDS SEEM MORE OPEN TOWARDS ME. A LOT OF THEM HAVE COME TO ME TO TALK. THIS WASN'T HAPPENING BEFORE. |
| 8 | YES, I LISTEN TO THEM AND UNDERSTAND THEIR FEELINGS MORE THAN I DID BEFORE |
| 9 | YES, I CAN TELL WHEN THEY ARE IN A BUMMER MOOD AND I CHEER THEM UP |
| 10 | YES I CAN NOW FEEL MORE OPEN WITH THEM |
| 11 | YES, I TALK A LOT MORE WITH THEM SERIOUSLY AND THEY CAN REALLY TRUST ME MORE |

Finally, Table 16 indicates some of the general personal benefits from being part of peer support such as increased communication and problem solving skills.

Table 16

"Would you recommend being in peer support to others?"

| Member # | Response |
|---|---|
| 1 | I WOULDN'T RECOMMEND IT TO PEOPLE THAT ARE HAVING A LOT OF PROBLEMS BECAUSE ONCE THEY CAN BEGIN TO NOTICE THEIR PROBLEMS THEY MAY BECOME EMOTIONALLY STRESSED OUT |
| 2 | YES BECAUSE YOU LEARN TO BECOME MORE PATIENT AND UNDERSTANDING WITH OTHERS. PEER SUPPORT HELPS ME WITH MY PROBLEMS |
| 3 | YES, IT'S A REALLY GOOD EXPERIENCE AND I ENJOY HELPING OTHERS. ALSO YOU CAN GET TO PLAN A LOT OF FUN ACTIVITIES FOR THE SCHOOL |
| 4 | YES I WOULD AS IT WAS A GREAT LEARNING EXPERIENCE AND THE MORE PEOPLE IN OUR SCHOOL INVOLVED WITH IT, I FEEL THE MORE SENSITIVE OUR STUDENTS WILL BE AND HOW MUCH MORE CARING WOULD BE IN OUR SCHOOL. |
| 5 | YES, BECAUSE IT HELPS ROUND OUT PERSONAL MORALS. NO, BECAUSE PEOPLE EXPECT A LOT FROM YOU. WHEN IT SEEMS LIKE YOU'RE DOING NOTHING (I MERELY HELPED MY FRIENDS AS MUCH AS BEFORE) |
| 6 | YES, I THINK IT'S A GREAT EXPERIENCE AND YOU LEARN A LOT ABOUT HOW PEOPLE CAN HIDE THEIR FEELINGS, AND YOU KNOW WHAT TO DO IN A SERIOUS SITUATION |
| 7 | YES I WOULD RECOMMEND BEING ON PEER SUPPORT TO OTHERS. I FEEL BEING A PART OF PEER SUPPORT HAS ALLOWED ME TO BECOME A BETTER LISTENER, A BETTER COMMUNICATOR AND MANY OTHER THINGS. THESE THINGS ARE IMPORTANT FOR EVERYONE TO HAVE. PEER SUPPORT WAS A GREAT EXPERIENCE FOR ME AND IT WOULD BE GREAT FOR OTHERS TO EXPERIENCE |
| 8 | YES, BECAUSE IT'S A GREAT WAY TO LEARN HOW TO UNDERSTAND PEOPLE BETTER. IT COULD HELP IN LATER YEARS WITH SUICIDE VICTIMS OF EVERYDAY PROBLEMS (HOW TO PREVENT THEM) |
| 9 | YES, BECAUSE IT IS A GOOD PROGRAM AND IT TELLS YOU SITUATIONS AND HOW TO HELP OUT IN A CRISIS |
| 10 | YES BECAUSE YOU WILL LEARN HOW TO ENJOY SCHOOL AND LEARN HOW TO FIND THE BEST IN EVERYONE |
| 11 | I WOULD ONLY RECOMMEND IT TO PEOPLE WHO I KNOW ARE CARING FOR PEOPLE BECAUSE I FEEL THAT THERE ARE ONE OR TWO PEOPLE ON THIS YEARS TEAM DON'T CARE ENOUGH FOR PEOPLE AND TEND TO PUT OTHERS DOWN PUBLICLY MORE THAN THEY SHOULD |

**Research Question 4:**

**Did the training program meet the goals outlined in the training manual? How did the peer support members evaluate the peer support training program?**

Specifically the goals of the training program are for the peer counsellor to become "a sensitive listener who uses communication skills to facilitate self-exploration and decision making... (and) to help other students think through and reflect on problems they might be experiencing" (Carr and Saunders, 1980. p.4.). The communication skills that the members were to learn are previously listed in table 1.

Tables 17 through 22 contain the data obtained from the peer support members questionnaire which allowed short answer responses to questions aimed at evaluating the training program. Table 17 indicates that the major skill that was learned was the ability to listen. There was a general inability to come up with specific skills that were not well developed as seen in table 18. Table 19 shows that a favorite part of the training sessions was the contact with the other members, and Table 20 indicates interpersonal conflicts to be the least liked part of meetings. All members indicated that the training met their expectations (Table 21), and a variety of improvements were suggested for future years (allow anyone to take part, to downplay the crisis situations) are seen in table 22.

Table 17

Which skills learned from peer support training do you feel most confident using?

| Member # | Response |
|---|---|
| 1 | MY LISTENING SKILLS |
| 2 | CONFIDENTIALITY, LISTENING |
| 3 | LISTENING, PARA-PHRASING |
| 4 | LISTENING SKILLS, THE ABILITY TO UNDERSTAND WHAT OTHERS ARE FEELING, NOT BEING JUDGMENTAL |
| 5 | THE SKILLS WERE GENERAL, BUT AN ALL-AROUND ASSET |
| 6 | THE ABILITY TO LISTEN WITHOUT INTERRUPTING |
| 7 | THE LISTENING SKILLS I LEARNED FROM PEER SUPPORT ARE THE ONES I FEEL MOST CONFIDENT USING |
| 8 | MY LISTENING SKILLS, LISTENING TO PEOPLE IS EASIEST FOR ME |
| 9 | LISTENING WAS THE BEST BECAUSE IT SHOWS THE PERSON YOU ARE TALKING WITH THAT YOU ARE INTERESTED |
| 10 | I FEEL MOST CONFIDENT USING MY LISTENING SKILLS, AND MY ABILITY TO NOT GIVE ADVICE ANYMORE |
| 11 | BEING SURE OF MYSELF, EYE CONTACT |

Table 18

Which skills do you feel least confident using?

| Member # | Response |
|---|---|
| 1 | N/A |
| 2 | PARAPHRASING |
| 3 | I FEEL CONFIDENT USING ALL OF THESE |
| 4 | NOT SURE |
| 5 | N/A |
| 6 | ASKING SOMEONE IF THEY'VE BEEN SEXUALLY OR PHYSICALLY ABUSED |
| 7 | TRYING TO GET SOMEONE TO TALK. MAKING THEM FEEL COMFORTABLE. IF THEY AREN'T COMFORTABLE AND WILLING TO TALK, I'M NOT EITHER |
| 8 | N/A |
| 9 | N/A |
| 10 | ? |
| 11 | NOT GIVING ADVICE |

Table 19 - Which aspect(s) of peer support training/meetings did you like most?

| Member # | Response |
|---|---|
| 1 | THE TRAINING WEEKEND |
| 2 | DISCUSSIONS ABOUT WHAT PROBLEMS WE HAVE EXPERIENCED |
| 3 | GROUP DISCUSSIONS AND ROLE PLAYS |
| 4 | BE ABLE TO CONFIDE IN THE GROUP AS A WHOLE AND LET THEM HELP ME WITH THE PROBLEMS I WAS DEALING WITH. GOING OFF WITH OUR LISTENING PARTNERS FOR ABOUT 15 MINUTES AND CONVERSING ONE ON ONE |
| 5 | VOICING MY OPINION AND ACTUALLY HAVE IT BEING ACCEPTED |
| 6 | OUR PARTNERS. BEING ABLE TO COME TO A MEETING AFTER A ROUGH DAY AND GO HOME FEELING PRETTY GOOD |
| 7 | THE ASPECT OF PEER SUPPORT I LIKED MOST WAS WHEN WE SHARED OUR EXPERIENCES WITH ONE ANOTHER. THE DIFFERENT SITUATIONS WE GOT INTO TALKING WITH OTHER PEOPLE |
| 8 | THE ROLE PLAYS WERE THE BEST WAY TO LEARN ABOUT DIFFERENT SITUATIONS |
| 9 | I LIKED WHEN WE DIVIDED INTO PAIRS FOR THE DIFFERENT COMMUNICATION EXERCISES |
| 10 | I LIKED HAVING PEOPLE THERE TO TALK TO |
| 11 | TALKING ABOUT MY PROBLEMS OR THE PROBLEMS OTHERS THAT I HAVE BEEN HELPING HAVE |

Table 20

Which aspect(s) did you like least?

| Member # | Response |
|---|---|
| 1 | I GUESS BEING ABLE TO NOTICE MY PROBLEMS BECOME A DRAG, BUT IT COMES WITH THE JOB |
| 2 | ALWAYS IN ONE BIG GROUP |
| 3 | I LIKED THEM ALL |
| 4 | WHEN WE DIDN'T HAVE MUCH TO TALK ABOUT AND EVERYONE GOT BORED, THEN GROUCHY AND FINALLY NEGATIVE IN ATTITUDE. I ONLY THINK THIS HAPPENED ONCE HOWEVER |
| 5 | ARGUMENTS FROM OVERLY EXPECTANT PEOPLE (WANTING TOO MUCH FROM IT) |
| 6 | WHEN ALL WE DID WAS SHEETS, AND WHEN MR. CARTER GOT MAD |
| 7 | I ENJOYED PEER SUPPORT VERY MUCH AND I DON'T FEEL THERE WAS ANYTHING IN THE TRAINING MEETING I DISLIKED. |
| 8 | SOME OF THE ARGUMENTS. THE TIMES WHEN WE COULDN'T GET ALONG. THE PERSON TO PERSON DISCUSSIONS |
| 9 | ACTING OUT SITUATIONS |
| 10 | NONE |
| 11 | WHEN EVERYONE GETS DOWN OR NEGATIVE ABOUT THE PROGRAM |

Table 21

Did what you learned as a result of being in peer support meet your expectations?

| Member # | Response |
|---|---|
| 1 | YES, VERY MUCH |
| 2 | YES |
| 3 | YES |
| 4 | YES IT DID BECAUSE I NOW FEEL MORE ABLE AND COMPETENT TO DEAL WITH OTHERS OR MY OWN DIFFICULTIES IN LIFE |
| 5 | YES, HOWEVER I NEVER REALLY SET ANY GOALS OR "EXPECTATIONS" UP BEFOREHAND. PLUS I LOATHED THE IDEA OF KEEPING TRACK OF MY FRIENDS PROBLEMS. USUALLY, THE SAME PEOPLE HAVE THE SAME PROBLEMS AND THERE AREN'T THAT MANY PEOPLE COMING TO YOU THAT YOU'D LOSE TRACK OF WHO HAD WHAT PROBLEM WHEN. REMEMBER: WE AREN'T COUNSELLORS - ONLY FRIENDS |
| 6 | YES |
| 7 | YES, I WANTED TO DEVELOP BETTER COMMUNICATION SKILLS. THIS WAS ONE OF MY EXPECTATIONS AND IT WAS MET ALONG WITH MANY OTHERS |
| 8 | YES, I DIDN'T EXPECT TO LEARN AND KNOW EVERYTHING ABOUT HELPING SOMEONE |
| 9 | YES, I FEEL THAT I CAN COMMUNICATE WITH ALMOST ANYONE NOW |
| 10 | YES IT WAS ALL THAT I EXPECTED IT TO BE |
| 11 | NOT SURE BUT I KNOW THAT I'M NOT DISAPPOINTED AT ALL |

Table 22

"Can you suggest any changes which might improve the peer support training program and/or meetings?"

| Member # | Response |
|---|---|
| 1 | TO ALLOW ANYONE WHO IS WILLING TO MAKE THE COMMITMENT |
| 2 | NOT SO MANY DOING THE SAME THING, MORE SITUATION SIMULATIONS |
| 3 | NO, IT WAS ALL REALLY GOOD |
| 4 | MORE ONE ON ONE WITH DIFFERENT PEOPLE. EVERYTHING WAS DONE, I FEEL, TO MAKE IT SUCCESSFUL |
| 5 | TRY NOT TO MAKE IT SOUND AS IF EVERYONE OF US WILL DEAL WITH SUICIDE OR RAPE AT LEAST ONCE |
| 6 | NOT TO HAVE THEM EVERY WEEK, ONLY EVERY SECOND MONDAY |
| 7 | MAYBE NOT SO MUCH IMPORTANCE PUT ON TRAINING AND MORE ON PERSONAL EXPERIENCES SHARED WITH THE GROUP |
| 8 | I THINK THAT AFTER THE BASIC TRAINING IS COMPLETE, MEETINGS SHOULD ONLY BE CALLED IF SOMETHING COMES UP |
| 9 | - |
| 10 | KEEPING THE TEAM THE SAME SIZE |
| 11 | IF POSSIBLE, SOMEHOW DON'T LET MEMBERS GET DOWN DURING THE MEETING OR TALK NEGATIVELY ABOUT ANYONE/ANYTHING |

Also, on the peer support member questionnaire, the members rated themselves, both from before being in peer support and at its completion, on their ability to help a peer with a problem. A great improvement was noted by the majority of members. These results are shown on table 23.

Table 23

Peer support members pre and post estimates of their ability to help a peer with a problem

| Pre | | | | | Post | | | |
|---|---|---|---|---|---|---|---|---|
| Good | Slightly Above Average | Average | Slightly Below Average | Poor | Great Improve-ment | Slight Improve-ment | No Change | Deterior -ated |
| 2 | 5 | 3 | 1 | | 10 | 1 | 0 | 0 |

**Research Question 5**

**How well did the peer support program meet it's goals, as viewed by teachers in the school?**

The teachers surveyed agreed that students more often seek out other students, and that peers are capable of helping peers with problems. They also expressed support for the program in that the majority would allow a student out of class for help from a peer support member. There was more agreement regarding peer support increasing school spirit and self esteem than there was regarding the competency of members although the results are generally positive. These findings are shown in Table 24.

Table 24
Teacher Questionnaire Results (N=14) Continued next page

| | strongly agree | agree | uncertain | disagree | strongly disagree |
|---|---|---|---|---|---|
| 1. STUDENTS ARE CAPABLE OF HELPING OTHER STUDENTS WITH PROBLEMS, WORRIES, AND CONCERNS | 42.9% | 28.6% | 21.4% | 7.1% | 0% |
| 2. STUDENTS MOST OFTEN SEEK OUT OTHER STUDENTS WHEN THEY WANT TO TALK OVER A PROBLEM OR CONCERN | 35.7% | 50% | 7.1% | 7.1% | 0% |
| 3. THE PEER SUPPORT MEMBERS IN OUR SCHOOL ARE ADEQUATELY TRAINED TO ASSIST OTHER STUDENTS | 7.1% | 28.6% | 64.3% | 0% | 0% |
| 4. THE PEER SUPPORT TRAINING PROGRAM IS USEFUL IN HELPING STUDENTS LEARN HOW TO DEAL WITH THEIR PROBLEMS CONCERNING FRIENDS | 21.4% | 35.7% | 42.9% | 0% | 0% |
| 5. THE PEER SUPPORT TRAINING PROGRAM IS USEFUL IN HELPING STUDENTS LEARN HOW TO DEAL WITH THEIR PROBLEMS INVOLVING THEIR FAMILIES | 7.1% | 42.9% | 50% | 0% | 0% |
| 6. THE PEER SUPPORT TRAINING PROGRAM IS USEFUL IN HELPING STUDENTS LEARN HOW TO DEAL WITH THEIR PROBLEMS INVOLVING TEACHERS | 0% | 57.1% | 35.7% | 7.1% | 0% |
| 7. STUDENTS WILL MAKE USE OF THE SERVICES OF THE PEER SUPPORT MEMBERS WHEN THEY ARE AVAILABLE TO THEM. | 0% | 42.9% | 57.1% | 0% | 0% |
| 8. I WOULD ALLOW A STUDENT TO BE ABSENT FROM A PORTION OF A CLASS TO MEET WITH A PEER SUPPORT MEMBER IF THE STUDENT REQUESTED THIS. | 28.6% | 50% | 7.1% | 0% | 7.1% |
| 9. I WOULD ALLOW A STUDENT TO BE ABSENT FROM A PORTION OF A CLASS TO MEET WITH A PEER SUPPORT MEMBER IF THE PEER SUPPORT MEMBER REQUESTED THIS. | 35.7% | 42.9% | 7.1% | 0% | 7.1% |
| 10. I WOULD RECOMMEND THAT A STUDENT SEE A PEER SUPPORT MEMBER IF I THOUGHT THEY HAD A PROBLEM TO TALK OVER. | 7.1% | 50% | 28.6% | 7.1% | 0% |
| 11. THE PEER SUPPORT PROGRAM AT OUR SCHOOL PROVIDES AN 'OUTREACH' SERVICE FOR THE COUNSELLING PROGRAM. | 14.3% | 50% | 35.7% | 0% | 0% |
| 12. THE PEER SUPPORT PROGRAM IS HELPING TO PROVIDE A CARING ATMOSPHERE IN OUR SCHOOL | 28.6% | 57.1% | 14.3% | 0% | 0% |
| 13. STUDENTS WHO COMPLETE THE PEER SUPPORT TRAINING PROGRAM SHOULD RECEIVE COURSE CREDIT. | 7.1% | 21.4% | 28.6% | 35.7% | 7.1% |

Table 24 continued

Teacher Questionnaire Results (N=14)

| | strongly agree | agree | uncertain | disagree | strongly disagree |
|---|---|---|---|---|---|
| 14. PEER SUPPORT ACTIVITIES IN OUR SCHOOL INCREASE SCHOOL SPIRIT. | 35.7% | 42.9% | 21.4% | 0% | 0% |
| 15. PEER SUPPORT ACTIVITIES IN OUR SCHOOL PROVIDE NEEDED INFORMATION TO OUR STUDENTS | 14.3% | 50% | 28.6% | 0% | 0% |
| 16. PEER SUPPORT ACTIVITIES IN OUR SCHOOL HELP RAISE THE SELF-ESTEEM OF STUDENTS. | 7.1% | 64.3% | 28.6% | 0% | 0% |

**Research Question 6:**

**What was the level of satisfaction of the services provided to the 'clients' of peer support members?**

Table 25 shows that for the most part students spoke to peer support members the same age as themselves. Table 26 shows that the overwhelming reason for speaking to a peer support member is that the person was already a friend. Table 27 provides a favorable evaluation of the services received, especially in gaining understanding of what the problem was. The only area showing a great deal of uncertainty is in the peer support members making others feel better about school.

Table 25

Relative age peer support member spoken to (N=18)

| | |
|---|---|
| older than me | 11.1% |
| younger than me | 27.8% |
| same age as me | 55.6% |
| not sure | 5.6% |

Table 26

Reasons why students spoke to a peer support member about a problem (N=18)

| | |
|---|---|
| I WAS ALREADY A FRIEND WITH THAT PEER SUPPORT MEMBER | 72.2% |
| THE PEER SUPPORT MEMBER APPROACHED ME TO TALK | 11.1% |
| A TEACHER SUGGESTED THAT I SHOULD | 5.6% |
| A FRIEND SUGGESTED THAT I SHOULD | 0% |
| MY PARENT SUGGESTED THAT I SHOULD | 0% |
| IT WAS MY OWN IDEA | 38.9% |
| OTHER | 5.6% |

Table 27

Peer support client evaluation (N=18)

| | strongly agree | agree | uncertain | disagree | strongly disagree |
|---|---|---|---|---|---|
| 1. I FEEL THAT THE PEER SUPPORT MEMBER WAS INTERESTED IN MY PROBLEMS | 66.7% | 33.3% | 0% | 0% | 0% |
| 2. I FELT COMFORTABLE WITH THE PEER SUPPORT MEMBER | 72.2% | 27.8% | 0% | 0% | 0% |
| 3. I WOULD HAVE FELT MORE COMFORTABLE IF I HAD SPOKEN TO AN ADULT | 0% | 11.1% | 22.2% | 38.9% | 27.8% |
| 4. THE PEER SUPPORT MEMBER HELPED ME TO SEE MY PROBLEM MORE CLEARLY | 55.6% | 22.2% | 22.2% | 0% | 0% |
| 5. THE PEER SUPPORT MEMBER HELPED ME WORK TOWARDS DECIDING WHAT TO DO ABOUT MY PROBLEMS | 44.4% | 27.8% | 22.2% | 5.6% | 0% |
| 6. MEETING WITH A PEER SUPPORT MEMBER HAS HELPED ME FEEL BETTER ABOUT SCHOOL | 22.2% | 5.6% | 50% | 11.1% | 11.1% |
| 7. TALKING TO A PEER SUPPORT MEMBER HAS HELPED ME TO UNDERSTAND THINGS BETTER | 72.2% | 16.7% | 11.1% | 0% | 0% |
| 8. I WOULD SEE A PEER SUPPORT MEMBER AGAIN IF I HAD A PROBLEM | 33.3% | 44.4% | 22.2% | 0% | 0% |
| 9. I WOULD RECOMMEND THAT A FRIEND SEE A PEER SUPPORT MEMBER IF I THOUGHT THE FRIEND HAD A PROBLEM | 33.3% | 38.9% | 27.8% | 0% | 0% |
| 10. IT IS EASY FOR STUDENTS IN THIS SCHOOL TO SEE A PEER SUPPORT MEMBER IF THEY WANT TO | 38.9% | 16.7% | 38.9% | 5.6% | 0% |

**Research Question 7**

**What were the results of an overall evaluation of peer support and how did these results compare between different groups of students? For example, to compare the responses of those who were peer support 'clients' with the**

**'non-clients' and to compare the responses of males and females on the school wide survey.**

The results obtained by the school wide survey show that 61 out of the 204 respondents had previously spoken with a peer support member about some sort of concern. These areas of concern, summarized on table 28, show problems relating to friends, relationships, and parents to be the most common.

Table 28

Type of problems students discussed with peer support members.

| | f | % |
|---|---|---|
| Friends | 36 | 59.0 |
| Relationships | 35 | 57.4 |
| Parents | 21 | 34.4 |
| Careers | 10 | 16.4 |
| Death | 10 | 16.4 |
| Schoolwork | 10 | 16.4 |
| Suicide | 9 | 14.8 |
| Drinking | 8 | 13.1 |
| Loneliness | 7 | 11.5 |
| Siblings | 7 | 11.5 |
| Stress | 7 | 11.5 |
| Teachers | 6 | 9.8 |
| Sex | 5 | 9.8 |
| (None of the above) | 4 | 6.6 |
| (Other) | 3 | 4.9 |
| Pregnancy | 2 | 3.3 |
| Drugs | 1 | 1.6 |

Tables 29 and 30 both indicate the results of the school wide questionnaire. The results strongly support the assumption that students are capable of helping each other, although they indicate some uncertainty when asked if they would see a peer support member with a problem or recommend a friend with a problem to one.

Only 18 % of the respondents indicated a desire to be on the peer support team, arithmetically that still would lead to a greatly expanded program (36 out of 204 students) compared to the actual team size of 11 students.

Table 29

School Wide Peer Support Evaluation - Student questionnaire results (N = 204)

| | Strongly Agree or Agree | Unsure | Disagree or Strongly Disagree |
|---|---|---|---|
| 1. STUDENTS ARE CAPABLE OF HELPING OTHER STUDENTS WITH PROBLEMS, WORRIES, AND CONCERNS | 89.2% | 6.9% | 4.0% |
| 2. THE PEER SUPPORT MEMBERS IN OUR SCHOOL ARE ADEQUATELY TRAINED TO ASSIST OTHER STUDENTS | 35.8% | 49.0% | 15.2% |
| 3. THE PEER SUPPORT PROGRAM IS HELPING TO PROVIDE A CARING ATMOSPHERE IN OUR SCHOOL | 57.4% | 32.8% | 9.8% |
| 4. PEER SUPPORT ACTIVITIES IN OUR SCHOOL INCREASE SCHOOL SPIRIT | 49.0% | 34.8% | 16.2% |
| 5. PEER SUPPORT ACTIVITIES IN OUR SCHOOL PROVIDE NEEDED INFORMATION FOR THE STUDENTS | 44.7% | 41.2% | 13.7% |
| 6. PEER SUPPORT ACTIVITIES IN OUR SCHOOL HELP RAISE THE SELF ESTEEM OF STUDENTS | 40.7% | 44.1% | 14.7% |
| 7. I WOULD SEE A PEER SUPPORT MEMBER IF I THOUGHT HE OR SHE WOULD HELP ME WITH A PROBLEM | 36.3% | 34.3% | 28.9% |
| 8. I WOULD RECOMMEND THAT A FRIEND SEE A PEER SUPPORT MEMBER IF I THOUGHT THE FRIEND HAD A PROBLEM | 38.7% | 32.8% | 28.0% |
| 9. I KNOW HOW TO ARRANGE A MEETING TO TALK WITH A PEER SUPPORT MEMBER IF I WANTED TO | 41.7% | 27.5% | 30.4% |
| 10. MOST OTHER STUDENTS KNOW HOW TO ARRANGE A MEETING WITH A PEER SUPPORT MEMBER | 20.1% | 59.3% | 19.6% |
| 11. IN GENERAL, MEMBERS OF THE PEER SUPPORT TEAM ARE VERY TRUSTWORTHY | 53.4% | 34.3% | 11.3% |
| 12. I WOULD LIKE IT IF ONE OF MY FRIENDS WAS PART OF PEER SUPPORT | 43.6% | 38.7% | 16.2% |
| 13. I WOULD LIKE TO BE ON THE PEER SUPPORT TEAM | 18.1% | 28.9% | 52.4% |
| 14. I WOULD FEEL MORE COMFORTABLE TALKING WITH ONE OF MY FRIENDS WHO HAD BEEN PART OF PEER SUPPORT THAN WITH A FRIEND WHO HAD NOT BEEN IN PEER SUPPORT | 30.3% | 30.9% | 37.7% |

Table 30
Statistics for School Wide Peer Support Evaluation - Student questionnaire results (N = 204)

| | MEAN* | MEDIAN* | STANDARD DEVIATION |
|---|---|---|---|
| 1. STUDENTS ARE CAPABLE OF HELPING OTHER STUDENTS WITH PROBLEMS, WORRIES, AND CONCERNS | 1.804 | 2.00 | .788 |
| 2. THE PEER SUPPORT MEMBERS IN OUR SCHOOL ARE ADEQUATELY TRAINED TO ASSIST OTHER STUDENTS | 2.779 | 3.00 | .929 |
| 3. THE PEER SUPPORT PROGRAM IS HELPING TO PROVIDE A CARING ATMOSPHERE IN OUR SCHOOL | 2.456 | 2.00 | .906 |
| 4. PEER SUPPORT ACTIVITIES IN OUR SCHOOL INCREASE SCHOOL SPIRIT | 2.608 | 3.00 | .994 |
| 5. PEER SUPPORT ACTIVITIES IN OUR SCHOOL PROVIDE NEEDED INFORMATION FOR THE STUDENTS | 2.665 | 3.00 | .921 |
| 6. PEER SUPPORT ACTIVITIES IN OUR SCHOOL HELP RAISE THE SELF ESTEEM OF STUDENTS | 2.714 | 3.00 | .888 |
| 7. I WOULD SEE A PEER SUPPORT MEMBER IF I THOUGHT HE OR SHE WOULD HELP ME WITH A PROBLEM | 2.941 | 3.00 | 1.176 |
| 8. I WOULD RECOMMEND THAT A FRIEND SEE A PEER SUPPORT MEMBER IF I THOUGHT THE FRIEND HAD A PROBLEM | 2.906 | 3.00 | 1.167 |
| 9. I KNOW HOW TO ARRANGE A MEETING TO TALK WITH A PEER SUPPORT MEMBER IF I WANTED TO | 2.882 | 3.00 | 1.150 |
| 10. MOST OTHER STUDENTS KNOW HOW TO ARRANGE A MEETING WITH A PEER SUPPORT MEMBER | 3.030 | 3.00 | .828 |
| 11. IN GENERAL, MEMBERS OF THE PEER SUPPORT TEAM ARE VERY TRUSTWORTHY | 2.431 | 2.00 | 1.016 |
| 12. I WOULD LIKE IT IF ONE OF MY FRIENDS WAS PART OF PEER SUPPORT | 2.632 | 3.00 | 1.079 |
| 13. I WOULD LIKE TO BE ON THE PEER SUPPORT TEAM | 3.537 | 4.00 | 1.252 |
| 14. I WOULD FEEL MORE COMFORTABLE TALKING WITH ONE OF MY FRIENDS WHO HAD BEEN PART OF PEER SUPPORT THAN WITH A FRIEND WHO HAD NOT BEEN IN PEER SUPPORT | 3.134 | 3.00 | 1.276 |
| OVERALL RESULTS (1 - 14) | 2.754 | 2.643 | .654 |

*Note 1=Strongly Agree, 2=Agree, 3=Unsure, 4=Disagree, 5=Strongly Disagree

Tables 31 to 36 show the results of the statistical analysis of the data looking for differences in responses between the various groups (gender, client vs. non-client, and grade)

Table 31 examines the student questionnaire comparing sexes. It is found that there is a signigficant difference between responses given by males and the responses given by females.

Table 31

Multivariate Tests of Significance For Male-Female Overall Results on the Student Questionnaire(S = 1, M = 6, N = 90)

| Test Name | Value | Exact F | Hypoth DF | ERROR DF | Sig. of F |
|---|---|---|---|---|---|
| Pillais | .20564 | 3.36534 | 14.00 | 182.00 | .000 |
| Hotellings | .25887 | 3.36534 | 14.00 | 182.00 | .000 |
| Wilks | .79436 | 3.36534 | 14.00 | 182.00 | .000 |
| Roys | .20564 | | | | |

Note.. F statistics are exact

Table 32, an item by item comparison between male and female groups, shows significant differences on all areas except views of provision of activities and information, the ability of other students to access peer counselling, the trustworthiness of peer support members, and in feeling more comfortable in getting help from a friend if that friend was part of peer support. Overall the females were more positive in their responses (had lower scores on their Likert-type responses). The only area where males were significantly more positive than females was in their agreement to the statement "the peer support members in our school are adequately trained to assist other students".

Table 32

Significance of gender differences between items on student questionnaire

(Continued next page)

| GENDER DIFFERENCES | GENDER | MEAN | STD. DEV. | N | 95% CONF. INTERVAL | F | Sig. of F |
|---|---|---|---|---|---|---|---|
| 1. STUDENTS ARE CAPABLE OF HELPING OTHER STUDENTS WITH PROBLEMS, WORRIES, AND CONCERNS | MALE | 1.933 | .789 | 119 | 1.790 - 2.076 | 11.71008 | .001 |
| | FEMALE | 1.564 | .656 | 78 | 1.461 - 1.712 | | |
| | TOTAL | 1.787 | .759 | 197 | 1.680 - 1.894 | | |
| 2. THE PEER SUPPORT MEMBERS IN OUR SCHOOL ARE ADEQUATELY TRAINED TO ASSIST OTHER STUDENTS | MALE | 2.294 | .903 | 119 | 2.760 - 3.088 | 9.86117 | .002 |
| | FEMALE | 2.513 | .894 | 78 | 2.311 - 2.714 | | |
| | TOTAL | 2.761 | .920 | 197 | 2.632 - 2.891 | | |
| 3. THE PEER SUPPORT PROGRAM IS HELPING TO PROVIDE A CARING ATMOSPHERE IN OUR SCHOOL | MALE | 2.580 | .952 | 119 | 2.407 - 2.753 | 6.24616 | .013 |
| | FEMALE | 2.256 | .780 | 78 | 2.081 - 2.432 | | |
| | TOTAL | 2.425 | .900 | 197 | 2.325 - 2.578 | | |
| 4. PEER SUPPORT ACTIVITIES IN OUR SCHOOL INCREASE SCHOOL SPIRIT | MALE | 2.731 | 1.006 | 119 | 2.548 - 2.914 | 6.20139 | .014 |
| | FEMALE | 2.385 | .871 | 78 | 2.188 - 2.581 | | |
| | TOTAL | 2.594 | .968 | 197 | 2.458 - 2.730 | | |
| 5. PEER SUPPORT ACTIVITIES IN OUR SCHOOL PROVIDE NEEDED INFORMATION FOR THE STUDENTS | MALE | 2.731 | .954 | 119 | 2.558 - 2.904 | 1.31220 | .253 |
| | FEMALE | 2.557 | .876 | 78 | 2.379 - 2.774 | | |
| | TOTAL | 2.670 | .925 | 197 | 2.540 - 2.800 | | |
| 6. PEER SUPPORT ACTIVITIES IN OUR SCHOOL HELP RAISE THE SELF ESTEEM OF STUDENTS | MALE | 2.824 | .870 | 119 | 2.666 - 2.981 | 4.52214 | .035 |
| | FEMALE | 2.551 | .892 | 78 | 2.350 - 2.752 | | |
| | TOTAL | 2.716 | .887 | 197 | 2.591 - 2.840 | | |
| 7. I WOULD SEE A PEER SUPPORT MEMBER IF I THOUGHT HE OR SHE WOULD HELP ME WITH A PROBLEM | MALE | 3.160 | 1.172 | 119 | 2.947 - 3.372 | 12.97588 | .000 |
| | FEMALE | 2.564 | 1.076 | 78 | 2.321 - 2.807 | | |
| | TOTAL | 2.924 | 1.169 | 197 | 2.760 - 3.088 | | |

Table 32 (Continued)

Significance of gender differences between items on student questionnaire

| | GENDER | MEAN | STD. DEV. | N | 95% CONF. INTERVAL | F | Sig. of F |
|---|---|---|---|---|---|---|---|
| 8. I WOULD RECOMMEND THAT A FRIEND SEE A PEER SUPPORT MEMBER IF I THOUGHT THE FRIEND HAD A PROBLEM | MALE | 3.193 | 1.099 | 119 | 2.994 - 3.393 | 24.34130 | .000 |
| | FEMALE | 2.410 | 1.074 | 78 | 2.168 - 2.652 | | |
| | TOTAL | 2.883 | 1.152 | 197 | 2.721 - 3.045 | | |
| 9. I KNOW HOW TO ARRANGE A MEETING TO TALK WITH A PEER SUPPORT MEMBER IF I WANTED TO | MALE | 3.067 | 1.133 | 119 | 2.862 - 3.273 | 9.91167 | .002 |
| | FEMALE | 2.551 | 1.112 | 78 | 2.300 - 2.802 | | |
| | TOTAL | 2.863 | 1.150 | 197 | 2.701 - 3.025 | | |
| 10. MOST OTHER STUDENTS KNOW HOW TO ARRANGE A MEETING WITH A PEER SUPPORT MEMBER | MALE | 3.067 | .841 | 119 | 2.915 - 3.220. | 1.21764 | .271 |
| | FEMALE | 2.936 | .779 | 78 | 2.760 - 3.111 | | |
| | TOTAL | 3.015 | .817 | 197 | 2.900 - 3.130 | | |
| 11. IN GENERAL, MEMBERS OF THE PEER SUPPORT TEAM ARE VERY TRUSTWORTHY | MALE | 2.437 | .936 | 119 | 2.267 - 2.607 | .07256 | .788 |
| | FEMALE | 2.397 | 1.109 | 78 | 2.147 - 2.647 | | |
| | TOTAL | 2.421 | 1.005 | 197 | 2.280 - 2.563 | | |
| 12. I WOULD LIKE IT IF ONE OF MY FRIENDS WAS PART OF PEER SUPPORT | MALE | 2.908 | 1.033 | 119 | 2.720 - 3.095 | 19.62891 | .000 |
| | FEMALE | 2.224 | 1.022 | 78 | 2.013 - 2.474 | | |
| | TOTAL | 2.645 | 1.076 | 197 | 2.493 - 2.796 | | |
| 13. I WOULD LIKE TO BE ON THE PEER SUPPORT TEAM | MALE | 3.824 | 1.132 | 119 | 3.618 - 4.029 | 18.79202 | .000 |
| | FEMALE | 3.064 | 1.303 | 78 | 2.770 - 3.358 | | |
| | TOTAL | 3.523 | 1.256 | 197 | 3.346 - 3.699 | | |
| 14. I WOULD FEEL MORE COMFORTABLE TALKING WITH ONE OF MY FRIENDS WHO HAD BEEN PART OF PEER SUPPORT THAN WITH A FRIEND WHO HAD NOT BEEN IN PEER SUPPORT | MALE | 3.252 | 1.159 | 119 | 3.042 - 3.462 | 3.25071 | .073 |
| | FEMALE | 2.923 | 1.384 | 78 | 2.611 - 3.235 | | |
| | TOTAL | 3.122 | 1.260 | 197 | 2.945 - 3.299 | | |

Table 33 examines the student questionnaire comparing the group of those who have previously spoken with a peer support member (clients) with the group that has not spoken with one (non-clients). It shows that a significant difference exists between the two groups.

Table 33

Multivariate Tests of Significance for Client / Non-Client Results on the Student Questionnaire(S = 1, M = 6, N = 90 1/2)

| Test Name | Value | Exact F | Hypoth DF | ERROR DF | Sig. of F |
|---|---|---|---|---|---|
| Pillais | .31794 | 6.09321 | 14.00 | 183.00 | .000 |
| Hotellings | .46615. | 6.09321 | 14.00 | 183.00 | .000 |
| Wilks | .68206 | 6.09321 | 14.00 | 183.00 | .000 |
| Roys | .31794 | | | | |

Note.. F statistics are exact

Table 34, an item by item comparison between client and non-client groups, shows significant differences in the responses of the two groups in most areas of the questionnaire, with the client responses always being more positive than the non-client responses. Areas in which no significant differences were seen, that also showed no significant differences when analyzed by gender, were the items asking if peer support activities provided needed information, on how to arrange a meeting with a peer counsellor and if it would be preferable speaking to a friend if that person was a peer support member.

Table 34

Significance of client versus non-client differences on student questionnaire

(continued next page)

| | status | MEAN | STD. DEV. | N | 95% CONF. INTERVAL | F | Sig. of F |
|---|---|---|---|---|---|---|---|
| 1. STUDENTS ARE CAPABLE OF HELPING OTHER | client | 1.475 | .698 | 61 | 1.297 - 1.654 | 15.50382 | .000 |
| STUDENTS WITH PROBLEMS, WORRIES, AND | non-cl | 1.920 | .748 | 137 | 1.793 - 2.046 | | |
| CONCERNS | total | 1.783 | .760 | 198 | 1.676 - 1.889 | | |
| 2. THE PEER SUPPORT MEMBERS IN OUR SCHOOL ARE | client | 2.311 | .867 | 61 | 2.089 - 2.533 | 23.77976 | .000 |
| ADEQUATELY TRAINED TO ASSIST OTHER STUDENTS | non-cl | 2.964 | .869 | 137 | 2.817 - 3.110 | | |
| | total | 2.763 | .918 | 198 | 2.634 - 2.891 | | |
| 3. THE PEER SUPPORT PROGRAM IS HELPING TO | client | 2.311 | .867 | 61 | 2.089 - 2.533 | 2.09238 | .150 |
| PROVIDE A CARING ATMOSPHERE IN OUR SCHOOL | non-cl | 2.511 | .908 | 137 | 2.357 - 2.664 | | |
| | total | 2.449 | .898 | 198 | 2.324 - 2.575 | | |
| 4. PEER SUPPORT ACTIVITIES IN OUR SCHOOL | client | 2.426 | .921 | 61 | 2.190 - 2.662 | 2.39565 | .123 |
| INCREASE SCHOOL SPIRIT | non-cl | 2.657 | .988 | 137 | 2.490 - 2.824 | | |
| | total | 2.586 | .972 | 198 | 2.450 - 2.722 | | |
| 5. PEER SUPPORT ACTIVITIES IN OUR SCHOOL | client | 2.541 | .976 | 61 | 2.291 - 2.791 | 1.48750 | .224 |
| PROVIDE NEEDED INFORMATION FOR THE STUDENTS | non-cl | 2.715 | .907 | 137 | 2.562 - 2.869 | | |
| | total | 2.662 | .930 | 198 | 2.531 - 2.792 | | |
| 6. PEER SUPPORT ACTIVITIES IN OUR SCHOOL HELP | client | 2.475 | .924 | 61 | 2.239 - 2.712 | 6.08971 | .014 |
| RAISE THE SELF ESTEEM OF STUDENTS | non-cl | 2.810 | .862 | 137 | 2.665 - 2.956 | | |
| | total | 2.707 | .893 | 198 | 2.582 - 2.832 | | |
| 7. I WOULD SEE A PEER SUPPORT MEMBER IF I | client | 2.148 | 1.014 | 61 | 1.888 - 2.407 | 47.58740 | .000 |
| THOUGHT HE OR SHE WOULD HELP ME WITH A | non-cl | 3.263 | 1.066 | 137 | 3.083 - 3.443 | | |
| PROBLEM | total | 2.919 | 1.168 | 198 | 2.756 - 3.083 | | |

Table 34 (continued)

Significance of client versus non-client differences on student questionnaire

| | status | MEAN | STD. DEV. | N | 95% CONF. INTERVAL | F | Sig. of F |
|---|---|---|---|---|---|---|---|
| 8. I WOULD RECOMMEND THAT A FRIEND SEE A PEER SUPPORT MEMBER IF I THOUGHT THE FRIEND HAD A PROBLEM | client | 2.098 | .978 | 61 | 1.848 - 2.349 | 50.74539 | .000 |
| | non-cl | 3.226 | 1.050 | 137 | 3.049 - 3.404 | | |
| | total | 2.879 | 1.151 | 198 | 2.717 - 3.040 | | |
| 9. I KNOW HOW TO ARRANGE A MEETING TO TALK WITH A PEER SUPPORT MEMBER IF I WANTED TO | client | 2.328 | 1.060 | 61 | 2.056 - 2.599 | 21.19558 | .000 |
| | non-cl | 3.102 | 1.107 | 137 | 2.915 - 3.289 | | |
| | total | 2.864 | 1.147 | 198 | 2.703 - 3.024 | | |
| 10. MOST OTHER STUDENTS KNOW HOW TO ARRANGE A MEETING WITH A PEER SUPPORT MEMBER | client | 2.934 | .814 | 61 | 2.726 - 3.143 | .96848 | .326 |
| | non-cl | 3.058 | .820 | 137 | 2.920 - 3.197 | | |
| | total | 3.020 | .818 | 198 | 2.906 - 3.153 | | |
| 11. IN GENERAL, MEMBERS OF THE PEER SUPPORT TEAM ARE VERY TRUSTWORTHY | client | 2.131 | 1.087 | 61 | 1.853 - 2.410 | 7.78020 | .006 |
| | non-cl | 2.555 | .939 | 137 | 2.396 - 2.713 | | |
| | total | 2.424 | 1.003 | 198 | 2.284 - 2.565 | | |
| 12. I WOULD LIKE IT IF ONE OF MY FRIENDS WAS PART OF PEER SUPPORT | client | 2.082 | 1.021 | 61 | 1.820 - 2.334 | 26.19820 | .000 |
| | non-cl | 2.883 | 1.015 | 137 | 2.712 - 3.055 | | |
| | total | 2.636 | 1.080 | 198 | 2.485 - 2.788 | | |
| 13. I WOULD LIKE TO BE ON THE PEER SUPPORT TEAM | client | 2.885 | 1.415 | 61 | 2.523 - 3.248 | 25.43693 | .000 |
| | non-cl | 3.803 | 1.063 | 137 | 3.623 - 3.983 | | |
| | total | 3.520 | 1.253 | 198 | 3.345 - 3.696 | | |
| 14. I WOULD FEEL MORE COMFORTABLE TALKING WITH ONE OF MY FRIENDS WHO HAD BEEN PART OF PEER SUPPORT THAN WITH A FRIEND WHO HAD NOT BEEN IN PEER SUPPORT | client | 2.918 | 1.394 | 61 | 2.561 - 3.275 | 2.19611 | .140 |
| | non-cl | 3.204 | 1.189 | 137 | 3.003 - 3.405 | | |
| | total | 3.116 | 1.259 | 198 | 2.940 - 3.293 | | |

Table 35 examines the student questionnaire comparing responses of the four different grades. While there appear to be significant differences between the grades, an item by item comparison of the questionniare (as seen in Table 36) only shows a significant difference for the statement "I know how to arrange a meeting to talk with a peer support member if I wanted to". This item was not further anaylzed to see which grade varied significantly from the rest. No overall trend of responses due to grade can be found from these results.

Table 35

Multivariate Tests of Significance for Grade Level Results on the Student Questionnaire (S = 3, M = 5, N = 89 1/2)

| Test Name | Value | Approx. F | Hypoth DF | Error DF | Sig. of F |
|---|---|---|---|---|---|
| Pillais | .30064 | 1.45582 | 42.00 | 549.00 | .035 |
| Hotellings | .35169 | 1.50446 | 42.00 | 539.00 | .024 |
| Wilks | .72283 | 1.48028 | 42.00 | 537.70 | .029 |
| Roys | .18735 | | | | |

Table 36

Grade differences seen in responses to the student survey

| | F | Sig. of F |
|---|---|---|
| 1. STUDENTS ARE CAPABLE OF HELPING OTHER STUDENTS WITH PROBLEMS, WORRIES, AND CONCERNS | 2.23947 | .085 |
| 2. THE PEER SUPPORT MEMBERS IN OUR SCHOOL ARE ADEQUATELY TRAINED TO ASSIST OTHER STUDENTS | .87424 | .455 |
| 3. THE PEER SUPPORT PROGRAM IS HELPING TO PROVIDE A CARING ATMOSPHERE IN OUR SCHOOL | .84868 | .469 |
| 4. PEER SUPPORT ACTIVITIES IN OUR SCHOOL INCREASE SCHOOL SPIRIT | 1.38399 | .249 |
| 5. PEER SUPPORT ACTIVITIES IN OUR SCHOOL PROVIDE NEEDED INFORMATION FOR THE STUDENTS | 1.68109 | .172 |
| 6. PEER SUPPORT ACTIVITIES IN OUR SCHOOL HELP RAISE THE SELF ESTEEM OF STUDENTS | .42851 | .733 |
| 7. I WOULD SEE A PEER SUPPORT MEMBER IF I THOUGHT HE OR SHE WOULD HELP ME WITH A PROBLEM | .97947 | .404 |
| 8. I WOULD RECOMMEND THAT A FRIEND SEE A PEER SUPPORT MEMBER IF I THOUGHT THE FRIEND HAD A PROBLEM | .64571 | .587 |
| 9. I KNOW HOW TO ARRANGE A MEETING TO TALK WITH A PEER SUPPORT MEMBER IF I WANTED TO | 3.04732 | .030 |
| 10. MOST OTHER STUDENTS KNOW HOW TO ARRANGE A MEETING WITH A PEER SUPPORT MEMBER | 1.55470 | .202 |
| 11. IN GENERAL, MEMBERS OF THE PEER SUPPORT TEAM ARE VERY TRUSTWORTHY | 2.01594 | .113 |
| 12. I WOULD LIKE IT IF ONE OF MY FRIENDS WAS PART OF PEER SUPPORT | 1.29036 | .279 |
| 13. I WOULD LIKE TO BE ON THE PEER SUPPORT TEAM | .02857 | .993 |
| 14. I WOULD FEEL MORE COMFORTABLE TALKING WITH ONE OF MY FRIENDS WHO HAD BEEN PART OF PEER SUPPORT THAN WITH A FRIEND WHO HAD NOT BEEN IN PEER SUPPORT | .99135 | .398 |

# CHAPTER 5

## Discussion and Conclusions

This study has provided a comprehensive evaluation of a peer counselling program in a high school setting. The evaluation model developed by Edge (1988) was very useful in that several aspects of the program were considered at once from a variety of viewpoints. By measuring responses of the entire student body, the peer support members themselves, their parents, the peer support clients and the teachers in the school, a far more detailed picture of the program is provided than if one or more of these groups was left out. For example, very few teachers are actually closely involved with the peer support program, and often evaluations do not ask for input from the teachers. However, as Carr and Saunders (1980) point out, staff support is one of the key elements for the success of the program. Generally, the results were similar to previous evaluation studies done in that the program was seen to be a positive and useful part of the school, as well as beneficial to the participants. A close look at the results shows some areas in which improvements can be made. Such changes, while in some cases minor, are very important for the future growth and success of peer counselling programs.

The survey results validated the basic assumptions such as that students most often seek out other students for help and that students are capable of helping each other. This agrees with the findings of the previous study done by Edge (1988). However the results also seem to indicate that when a small peer support group exists, as a result of competitive selection processes, that only

those who are already friends with a peer support member are likely to benefit from the program. This is seen in the discrepancy between the likelihood to seek out a friend for help (which was indicated by approximately 60% of the survey respondents) and the likelihood of seeking out a peer support member for help (8%). This was not reported in Edge's(1988) results although the comment was made that "a large portion of those responding were uncertain about how to make arrangements to see a peer counsellor"(p. 57). Perhaps this was due to the fact that the majority of students were in peer groups that did not have representation in the peer counselling program. One solution to this problem is to have an "open" membership to the peer support program, encouraging all interested students to take part. This method has two obvious benefits. First, there is not the need for as rigorous of a selection process. Students could be eligible for the program by showing that they have the desire to take part, the commitment to attend meetings, and to be free of current, major emotional difficulties. Second, by increasing the number of students on the team there is a greater likelihood that a given student in the school would have a friend who is part of the program. This agrees with de Rosenroll's (1990b) view that there should be a more open selection process. Regardless of whether or not peer support exists friends will always be in the position of helping each other. Perhaps with greater numbers of students receiving training the overall quality of helping will improve. It was also interesting to note that the majority of students indicated that peers can be of help in such situations such as schoolwork, friends, loneliness, and relationships while less confidence was seen in peers for assisting with more

serious problems such as suicide, death and pregnancy. Perhaps the comments of de Rosenroll (1986) and Lynn (1986) which mention the overly high expectations placed on the peer counsellors need to be taken more seriously. Despite the findings of Tinsey, et al. (1984) which show that at a college level there was no noticeable preference among students between seeing professionals or paraprofessionals for help with personal problems, perhaps at the secondary level peer counselling should be more focused on peer helpers assisting with relationship and school problems, as recommended by Morey, et al. (1989).

Looking at the peer support program as an outreach of the counselling program, a greater number of peer counsellors increases the number of students who are more comfortable with the counsellor, and who are more likely to bring in or refer friends who have problems of a more serious nature.

In general, peers are seen able to help peers with problems. However the important issues seem to be the nature of the problems that peers can help with, and a method of team selection that does not produce an elite group of helpers while turning away several equally qualified students. This is especially true in light of the fact that research to date has not provided an adequate method of picking the best people for the program (German & Jacobs, 1986; Parr, 1989).

Despite the possible problem that a small group of peer helpers does not adequately reach all of the students within the school, it seems that those who were helping were thought to do a good job of it. While the results of the client questionnaire will be discussed later in this chapter, it should be noted that the large majority of

people who obtained help from peer support members (72%) did so because they were already friends with them. The large majority of respondents also indicated satisfaction with the help they received and indicated that they would seek out further help if they needed it. From this it could reasonably be assumed that those students who were peer counsellors did not loose their peer status, although they probably did not help students outside of their own peer group.

In examining the personal changes experienced by the peer support members, as well as the perception of the changes which occured from the parents point of view, it is important to note that a group such as the peer support team likely has certain similarities even before the training begins. Most importantly the students were told prior to applying to the program that the type of student being looked for was already used to helping friends, trustworthy and interested in improving their communication and helping skills. The interview process also looked for students with these characteristics, along with those who had the ability to make the time commitment to the program. As a result changes, or improvements, may be muted because students selected were seen to be already strong in most areas examined. For example the parent questionnaire section which rated the students prior to training found the majority of students to be above average in most areas of communication and interpersonal relationships. With the majority of students entering the program already having strong interpersonal skills, it is likely that it is more difficult for training to make a noticeable difference in their skill level. Two areas which had low initial ratings (self-awareness and ability to make decisions) were

also the ones which showed the greatest improvement after training. These results agree with previous studies (including Edge, 1988) which found both parents and peer support members noticing an increase in characteristics such as self-awareness, decision making and the ability to get along with, and help, peers. When looking at the results of the peer support members survey the greatest gains are seen in the areas of helping friends with problems, self-awareness, awareness of the feelings of others, and the ability to get along with others. Of all the questions the only area which any students (2 out of 11) felt that they had deteriorated in was in getting along with their parents. This may be because the parents do not have an opportunity for corresponding communication skills training, or for reasons as simple as some of the developmental stresses of adolescence which are totally unrelated to peer support. Regardless, the overall benefits of peer support training as seen by both students and parents shows that peer support is a valuable program to offer within a school setting just for the benefits that are gained by the participants.

The written comments on the peer support training program show that is was successful in that all members felt that they benefitted from increased listening and communication skills as a result of the training. The support group that the meetings provided for dealing with issues and practicing new skills was also an asset to most participants. All of the members indicated that their expectations were met by the training sessions and that overall they became better at communicating with both friends and family. Generally, peer support members felt that their helping skills had

greatly improved as a result of the training (as shown previously in table 23).

The teacher's survey results showed that overall the peer support program was seen to meet it's goals although there was a great deal of uncertainty expressed on the results of the survey. This result was also seen in Edge's (1988) study which cites the need for more information, both theoretical and practical, to be provided for the teachers. The main areas in which uncertainty was indicated were about the adequacy of training of the peer support members, if students would actually make use of a peer counselling service and if the training helps members deal with family problem. The results show the teachers to be strong supporters of the program, and in fact it would be very difficult for the program to run without the backing of the school staff. For this reason, it appears essential that information and opportunity for input is provided to teachers on a regular basis.

The "clients" of the peer support members responded very positively to their survey. The peer support members were seen to be caring, competent and helpful and the majority of those responding would seek out a peer support member again or recommend a friend with a problem see one. Also a strong preference was indicated by some (28%) in seeing a peer rather than discussing the problem with an adult. The one drawback with this portion of the study is that the peer support members themselves chose which "clients" to give the surveys to, which may have created a bias in the results. Additionally, the results may have been further skewed because the majority of clients were already friends with the peer support

member that they had spoken with. It is recommended that future studies devise a different way to get such results, possibly by including a section on the school wide survey which addresses client satisfaction.

The results of the school wide evaluation were mainly positive. However, they reflected a similar issue to that seen on the teacher survey in that a great deal of uncertainty existed over the competence and function of peer support members in the school or even with how to arrange a meeting with a peer counsellor. This uncertainty is similar to that seen in Edge's (1988) study and it clearly points to the need for greater communication with the students about the nature of the program. Quite possibly a larger number of students in the program would also increase the communication to the school population in general.

As a group females rated the peer support program more highly than did males in most areas. This agrees with results found by Barnett and Harris (1984) which stated that female respondents rated peer counsellors "as being more helpful than males did" (p. 258). It is interesting to note that nine of the eleven students on the peer support team were female. Perhaps greater representation on the team (more females) leads to greater knowledge of peer support services and greater confidence in them. Peer support "clients" rated the program higher than did "non-clients" in most areas. Perhaps this finding could at least be partially attributed to most of the peer support clients already being friends with peer support members. No overall trend in differences were seen in responses between the grades.

The school wide evaluation did show overwhelming support for the assumption that students are capable of helping other students with problems, worries, and concerns (89% agreed or strongly agreed). Even though a majority of students indicated that they would not want to be part of the peer support team, a significant number of students (18% or 37 students) indicated that they would like to take part. In the year this study was done, there were approximately 36 students from which the eventual group of 11 was chosen.

## Suggestions For Further Research

While this study supported previous findings showing positive gains for the participants and satisfaction by their clients (eg., Guttman, 1985), it also pointed to the same shortcomings as did Edge's (1988) study, such as lack of communication about the program to students and staff. Several areas exist where additional research could help increase the effectiveness of peer support programs.

First, if peer support is an outreach of the counselling program, how would an evaluation of the counselling program relate to the evaluation of the peer support program? So far all studies have evaluated the peer counselling programs without looking at the effect of the adult leaders involved. Questions such as,"do schools with effective counselling programs have effective peer support programs?" could be explored. Do counselling programs and peer counselling programs reach the same students and meet the same needs or are there significant differences? Such differences, if

found, could impact the training and selection for peer support programs.

Second, a similar evaluation method as employed in this study could be done in a pre-post format, where the program specifically worked towards areas found lacking, such as communication, to see if overall gains were shown. For example, would increased membership or awareness increase the number of students accessing the service or their confidence/satisfaction in peer counselling?

Third, as mentioned earlier, any replication of this study should attempt to include the "client" questionnaire with the questionnaire given to all the students to ensure a greater response rate and to have a more random sample. This could eliminate some of the possible biases that may have existed in that portion of this study. In reality it was doubtful that the peer counsellors gave surveys to clients who were dissatisfied with the help that they received.

Fourth, with the abundance of material being published in the last few years for training peer counsellors attempts need to be made to evaluate which training components are essential to all programs and to evaluate the separate programs themselves. For example would students be better off if they were trained using the new Natural Helpers Training Program (Fitzmahan & Assoc., 1989) as opposed to being trained using the Peer Counsellor Starter Kit (Carr & Saunders, 1980). Perhaps it is just being willing to be identified within the school as a helper that makes the difference, and any communication skill training could be as useful as any other.

Finally, as program modifications are attempted, re-evaluations need to occur to see if they made a difference. Changes,

such as suggested in the section that follows, need to be examined carefully to see if they really better meet the needs of the school, or perhaps create new areas to improve upon.

Further evaluations are needed in the area of peer counselling, especially as the call for accountability and cost effectiveness of all helping programs exists. Hopefully the trend will continually move towards more comprehensive, multifaceted program evaluations. Further refinement of evaluation instruments is needed to make the task less of a burden for already overworked school counsellors and peer support leaders. If such instruments are easily used it can allow many existing programs to flourish and to prevent the stagnation that often occurs to new ideas and programs once the novelty wears off. Peer counselling has always existed on an informal basis. It is only in the last twenty or so years that helping professionals have become involved by providing formal training. It would be disappointing to see peer counselling again become informal and haphazard because of program stagnation.

## Recommended Changes For Peer Counselling Programs

The one area where the greatest change is recommended for peer counselling programs is in the selection process and with regards to the group size. Although Alberta peer support programs generally follow the model proposed by Carr and Saunders (1980), which proposes a small group size, serious consideration needs to be given towards employing a more open selection and membership process. A larger group could both widen the helping network within the school and eliminate any views of peer support members being

part of an elite group. One such method by which this could be accomplished is to provide communication skills training to all interested students prior to selecting the "team". Such training could be done in two or three weekends (Friday after school for two hours, Saturday mornings for four hours) early in September prior to the start-up of the program. Topics could include non-verbal communication, communication roadblocks, empathic listening, problem solving, and an introduction to crisis intervention. Too much emphasis on crisis topics such as suicide and abuse could put unnecessary pressure on students and scare them from applying to the program.

The advantages to the students with such a method is that they get some training in helping, whether or not they decide to carry on with the program. Hopefully such training would benefit all the students whether they become official peer helpers or not. It also provides the students with the opportunity to see what they are getting into prior to making the commitment. Often existing programs recruit students early in the school year, or even the spring before, and they have committed themselves to a large time commitment before being given the chance to consider other activities. Through the pre-training portion the students are able to take part in a process of self-selection.

The program leaders are able to have the opportunity to observe the candidates in a group setting prior to making selection decisions. By having all participants keep a journal, the trainers can also monitor the attitudes of those taking part in the training. Often in the past applicants have been selected based on a written application

and a short interview. Although many excellent students have been chosen on such a basis, some have also been chosen who work poorly in a group setting or who have turned out to be "all talk and no action". Selection criteria such as commitment, confidentiality and caring are still used in team selection, but these can be evaluated in a more real setting than with just an interview.

Following the pre-training all students still interested in peer support can make their interest known to the leaders, and from that group all suitable candidates should be chosen, rather that limiting the team to a fixed number. Obviously, the leaders need to be comfortable with the numbers involved as to not be overwhelmed by the numbers and run a very impersonal program. The large group can be broken into smaller groups with separate leaders for discussion and debriefing purposes as the need arises.

One surprising benefit that I have found in co-ordinating such a group as described above is that there is consistently a greater energy level within the group with a large number of participants. With a smaller group one or two "down" students can drag down the entire group, while in a large group the "down" students are energized by the others.

One caution that must go along with the above method is to not allow a single peer group to dominate the make up of the program. This could be intimidating to students who are the only representatives from their peer groups and make them feel as outsiders.

A second recommendation of this study arises from the research that indicates peers often seek help for problems such as

relationships and school conflicts. While some training is definitely needed in crisis intervention, suicide, abuse and the like, excessive training sessions can make the program seem as too large of a commitment for many students. With a pre-training session covering most of the basic communication skills, and some form of retreat functioning to set the goals and activities for the year, as well as providing some team bonding, the remainder of the training can easily be done without a large time commitment. Although ongoing supervision is a necessity, the students themselves can take greater ownership of this task by approaching the trainers on their own when they feel that they need assistance with someone they are helping.

The final recommendation is for increased communication to be given to students and staff about the peer counselling program. While a larger, more open group may serve to increase student awareness other methods must be explored to pass information on to teachers. As well as the traditional methods, such as staff meeting presentations, one way is to have a monthly "open" training session focusing on specific topics which any interested student or staff member is invited to attend. By actually taking part in such a session it may take some of the mystery out of the type of training done with peer counsellors.

To summarize, the overall evaluation has confirmed the well documented benefits and need for peer counselling programs. It has also brought to light the need for further research to expand on an already good concept such as the consideration of alternate forms of peer counsellor training and selection. The findings of this study were similar to those obtained by Edge (1988) and the evaluation

instruments used by both could be considered for use in further program evaluations.

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# Appendix I

Needs Assessment

Needs Assessment Results

**An Evaluation of the Counselling Services:**
**Meeting The Needs of the School**

The attached survey is designed to measure how well the counselling program at John Paul II High School is meeting the needs of the students and staff.

This survey is done on a totally voluntary, anonymous basis. It's purpose is to try to determineareas of need within the school so that improvements can be made in the counselling services offered to our students.

Once the results of the survey are tabulated they will be used to plan for the school year's counselling and peer support programs.

## IDENTIFYING INFORMATION

### THIS SURVEY WAS COMPLETED BY A:

[ ] STUDENT GRADE [ ] 9 [ ] TEACHER
[ ] 10
[ ] 11
[ ] 12

[ ] MALE [ ] FEMALE

### TO BE FILLED OUT BY STUDENTS ONLY

**PERSONAL COUNSELLING** - Getting help with personal concerns and problems. Examples include relationship and family problems, losses, decision making, substance abuse, pregnancy and sexuality, peer conflicts, student-teacher conflicts, depression, suicide and lonliness.

**VOCATIONAL COUNSELLING** - Getting help with the exploration of interests, aptitudes, abilities and values in orderto come up with career ideas. Obtaining Information on careers and what training/education is needed for chosen careers.

**ACADEMIC/EDUCATIONAL COUNSELLING** - Getting help in course selection for high school programs, information on post-secondary programs (for example university, college, and technical schools) and their pre-requisites, information on post secondary applications, scholarships and student loans. Information on study habits and on tsst taking strategies.

In the last two years what areas of concern have you spoken to the counsellor about?

[ ] Personal [ ] Vocational [ ] Academic / Educational

What areas would you (if you needed to) speak to the counsellor about?

[ ] Personal [ ] Vocational [ ] Academic / Educational

In the last two years what areas of concern have you spoken to a member of the peer support team about?

[ ] Personal [ ] Vocational [ ] Academic / Educational

What areas would you (if you needed to) speak to a member of the peer support team about?

[ ] Personal [ ] Vocational [ ] Academic / Educational

## TO BE FILLED OUT BY EVERYONE

FOR THIS SECTION YOU WILL FIRST BE ASKED HOW MUCH A PARTICULAR COUNSELLING SERVICE IS AVAILABLE TO YOU IN OUR SCHOOL, THEN YOU WILL BE ASKED HOW MUCH YOU THINK THIS SERVICE IS NEEDED IN OUR SCHOOL. FOR EACH ITEM YOU ARE ASKED TO MAKE ONE CHECK MARK WHICH BEST INDICATES YOUR VIEWPOINT

### TO WHAT EXTENT ARE THE FOLLOWING SERVICES AVAILABLE IN OUR SCHOOL?

| | NOT AT ALL | NOT MUCH | A LITTLE | A LOT |
|---|---|---|---|---|
| INDIVIDUAL HELP WITH SCHOOL PROBLEMS | | | | |
| INDIVIDUAL HELP WITH STUDENT/TEACHER CONFLICTS | | | | |
| INDIVIDUAL HELP WITH FAMILY PROBLEMS | | | | |
| INDIVIDUAL HELP WITH FRIEND/RELATIONSHIP PROBLEMS | | | | |
| INDIVIDUAL HELP WITH PERSONAL PROBLEMS IN GENERAL | | | | |
| INFORMATION ON ALCOHOL AND DRUG ABUSE | | | | |
| INFORMATION ON DEPRESSION AND SUICIDE | | | | |
| INFORMATION ON PHYSICAL AND SEXUAL ABUSE | | | | |
| INFORMATION ON DIVORCE, SEPARATION AND LOSS | | | | |
| INFORMATION ON SEXUALITY | | | | |
| INFORMATION ON TEENAGE PREGNANCY | | | | |
| INFORMATION ON STRESS MANAGEMENT | | | | |
| GROUP SESSIONS TO DISCUSS PERSONAL CONCERNS | | | | |
| INFORMATION ABOUT DIFFERENT CAREERS | | | | |
| INFORMATION ABOUT POST-SECONDARY INSTITUTIONS | | | | |
| INDIVIDUAL CAREER COUNSELLING | | | | |
| CAREER TESTING (EX. CHOICES) | | | | |
| APPLICATION FORMS FOR POST-SECONDARY INSTITUTIONS | | | | |
| INFORMATION ABOUT SCHOLARSHIPS AND STUDENT LOANS | | | | |
| APPLICATION FORMS FOR SCHOLARSHIPS | | | | |
| INFORMATION ON HOW TO GET A JOB | | | | |
| INFORMATION / HELP ON HOW TO MAKE UP A RESUME | | | | |
| HELP IN SELECTING POST-SECONDARY INSTITUTIONS | | | | |
| POST-SECONDARY SPEAKERS / FIELD TRIPS | | | | |
| ORIENTATION OF NEW STUDENTS TO THE SCHOOL | | | | |
| HELP IN SELECTING HIGH SCHOOL COURSES | | | | |
| HELP IN CHANGING TIMETABLES | | | | |
| INFORMATION ON STUDY SKILLS AND TEST TAKING | | | | |
| PROVIDING TUTORS FOR SCHOOL SUBJECTS | | | | |

**TO WHAT EXTENT ARE THE FOLLOWING SERVICES NEEDED IN OUR SCHOOL?**

| | NOT AT ALL | NOT MUCH | A LITTLE | A LOT |
|---|---|---|---|---|
| INDIVIDUAL HELP WITH SCHOOL PROBLEMS | | | | |
| INDIVIDUAL HELP WITH STUDENT/TEACHER CONFLICTS | | | | |
| INDIVIDUAL HELP WITH FAMILY PROBLEMS | | | | |
| INDIVIDUAL HELP WITH FRIEND/RELATIONSHIP PROBLEMS | | | | |
| INDIVIDUAL HELP WITH PERSONAL PROBLEMS IN GENERAL | | | | |
| INFORMATION ON ALCOHOL AND DRUG ABUSE | | | | |
| INFORMATION ON DEPRESSION AND SUICIDE | | | | |
| INFORMATION ON PHYSICAL AND SEXUAL ABUSE | | | | |
| INFORMATION ON DIVORCE, SEPARATION AND LOSS | | | | |
| INFORMATION ON SEXUALITY | | | | |
| INFORMATION ON TEENAGE PREGNANCY | | | | |
| INFORMATION ON STRESS MANAGEMENT | | | | |
| GROUP SESSIONS TO DISCUSS PERSONAL CONCERNS | | | | |
| INFORMATION ABOUT DIFFERENT CAREERS | | | | |
| INFORMATION ABOUT POST-SECONDARY INSTITUTIONS | | | | |
| INDIVIDUAL CAREER COUNSELLING | | | | |
| CAREER TESTING (EX. CHOICES) | | | | |
| APPLICATION FORMS FOR POST-SECONDARY INSTITUTIONS | | | | |
| INFORMATION ABOUT SCHOLARSHIPS AND STUDENT LOANS | | | | |
| APPLICATION FORMS FOR SCHOLARSHIPS | | | | |
| INFORMATION ON HOW TO GET A JOB | | | | |
| INFORMATION / HELP ON HOW TO MAKE UP A RESUME | | | | |
| HELP IN SELECTING POST-SECONDARY INSTITUTIONS | | | | |
| POST-SECONDARY SPEAKERS / FIELD TRIPS | | | | |
| ORIENTATION OF NEW STUDENTS TO THE SCHOOL | | | | |
| HELP IN SELECTING HIGH SCHOOL COURSES | | | | |
| HELP IN CHANGING TIMETABLES | | | | |
| INFORMATION ON STUDY SKILLS AND TEST TAKING | | | | |
| PROVIDING TUTORS FOR SCHOOL SUBJECTS | | | | |

## TO BE FILLED OUT BY STUDENTS ONLY

At times people find it helpful to meet with others who have similar problems or who want to develop similar skills (ex. Test Taking). To meet this need several group sessions may be offered during the school year. Sessions will usually be held at lunch time but it is possible to also have them at other times. The following list includes personal, vocational and academic concerns. For each session listed please indicate which session(s) you would actually attend.

| | Would Attend | Would Not Attend |
|---|---|---|
| ALCOHOLISM To help deal with the problems faced by people who have an alcoholic or drug dependent parent, family member, or friend. | | |
| ASSERTIVENESS Getting your point across in firm, but non-offending, ways | | |
| CAREER CHOICES A small group introduction to career exploration, completion of individualized career tests, and an introduction to the CHOICES computerized career exploration program | | |
| GETTING ALONG WITH YOUR PARENTS Ways to understand and effectively communicate with your parents. | | |
| POST-SECONDARY SPEAKERS (COMING TO THE SCHOOL) From which institutions would you like to have speakers come? | | |
| Camrose Lutheran College | | |
| Concordia College | | |
| Grant MacEwan Community College | | |
| Kings College | | |
| Lakeland College | | |
| NAIT | | |
| Nursing | | |
| Red Deer College | | |
| University of Alberta | | |
| University of Calgary | | |
| University of Lethbridge | | |
| Other (Please List) | | |

Continued Next Page

## GROUP SESSIONS - CONTINUED

| | Would Attend | Would Not Attend |
|---|---|---|
| RELATIONSHIPS Looks at problems people have in relationships and how to solve them. | | |
| RELAXATION AND STRESS MANAGEMENT Will develop methods for dealing with stress (Ex. Test Anxiety) | | |
| SCHOLARSHIP AND STUDENT FINANCE INFORMATION SESSION | | |
| SEPARATION, DIVORCE, AND LOSS Will discuss the feelings involved and provide support for those who are having trouble dealing with a past or current loss - such as the divorce of parents or the death of someone close. | | |
| SEXUAL ASSAULT / ABUSE Will look at the concerns related to sexual (and physical) abuse and assault. | | |
| STUDY HABITS Will look at ways to improve your study methods as well as test taking "tricks" | | |
| Grade 11 Only - NAIT Open House Trip in March | | |
| Grade 12 Only - U of A Orientation Days Tour in February | | |

The following lines are to be used by anyone who would like to make any comments or suggestions about the counselling or peer support programs.

_____

_____

_____

_____

_____

*The End*

Thank you very much for taking the time to complete this survey - it will help me to plan for the coming year and to more effectively meet the needs of the school

*S. Carter*

## NEEDS ASSESSMENT RESULTS

| | | |
|---|---|---|
| RESPONSES: | 49 | Grade 9 Students |
| | 55 | Grade 10 Students |
| | 38 | Grade 11 Students |
| | 51 | Grade 12 Students |

In the last two years what areas of concern have you spoken to the counsellor about?

[25%] Personal
[22%] Vocational
[44%] Academic / Educational

What areas would you (if you needed to) speak to the counsellor about?

[28%] Personal
[42%] Vocational
[66%] Academic / Educational

In the last two years what areas of concern have you spoken to a member of the peer support team about?

[18%] Personal
[2%] Vocational
[10%] Academic / Educational

What areas would you (if you needed to) speak to a member of the peer support team about?

[37%] Personal
[16%] Vocational
[31%] Academic / Educational

**PERCENT OF STUDENT RESPONSES INDICATING THAT THE FOLLOWING SERVICES NEEDED A LITTLE OR A LOT IN THE SCHOOL?**

| | % |
|---|---|
| INDIVIDUAL HELP WITH SCHOOL PROBLEMS | 34 |
| INDIVIDUAL HELP WITH STUDENT/TEACHER CONFLICTS | 39 |
| INDIVIDUAL HELP WITH FAMILY PROBLEMS | 36 |
| INDIVIDUAL HELP WITH FRIEND/RELATIONSHIP PROBLEMS | 34 |
| INDIVIDUAL HELP WITH PERSONAL PROBLEMS IN GENERAL | 33 |
| INFORMATION ON ALCOHOL AND DRUG ABUSE | 38 |
| INFORMATION ON DEPRESSION AND SUICIDE | 39 |
| INFORMATION ON PHYSICAL AND SEXUAL ABUSE | 38 |
| INFORMATION ON DIVORCE, SEPARATION AND LOSS | 33 |
| INFORMATION ON SEXUALITY | 32 |
| INFORMATION ON TEENAGE PREGNANCY | 35 |
| INFORMATION ON STRESS MANAGEMENT | 29 |
| GROUP SESSIONS TO DISCUSS PERSONAL CONCERNS | 27 |
| INFORMATION ABOUT DIFFERENT CAREERS | 52 |
| INFORMATION ABOUT POST-SECONDARY INSTITUTIONS | 45 |
| INDIVIDUAL CAREER COUNSELLING | 45 |
| CAREER TESTING (EX. CHOICES) | 49 |
| APPLICATION FORMS FOR POST-SECONDARY INSTITUTIONS | 40 |
| INFORMATION ABOUT SCHOLARSHIPS AND STUDENT LOANS | 46 |
| APPLICATION FORMS FOR SCHOLARSHIPS | 48 |
| INFORMATION ON HOW TO GET A JOB | 47 |
| INFORMATION / HELP ON HOW TO MAKE UP A RESUME | 42 |
| HELP IN SELECTING POST-SECONDARY INSTITUTIONS | 40 |
| POST-SECONDARY SPEAKERS / FIELD TRIPS | 44 |
| ORIENTATION OF NEW STUDENTS TO THE SCHOOL | 41 |
| HELP IN SELECTING HIGH SCHOOL COURSES | 41 |
| HELP IN CHANGING TIMETABLES | 40 |
| INFORMATION ON STUDY SKILLS AND TEST TAKING | 35 |
| PROVIDING TUTORS FOR SCHOOL SUBJECTS | 42 |

| Results of students wishing to take part in group sessions | % That Would Attend |
|---|---|
| ALCOHOLISM To help deal with the problems faced by people who have an alcoholic or drug dependent parent, family member, or friend. | 34 |
| ASSERTIVENESS Getting your point across in firm, but non-offending, ways | 41 |
| CAREER CHOICES A small group introduction to career exploration, completion of individualized career tests, and an introduction to the CHOICES computerized career exploration program | 70 |
| GETTING ALONG WITH YOUR PARENTS Ways to understand and effectively communicate with your parents. | 33 |
| POST-SECONDARY SPEAKERS (COMING TO THE SCHOOL) | |
| Camrose Lutheran College | 19 |
| Concordia College | 34 |
| Grant MacEwan Community College | 50 |
| Kings College | 24 |
| Lakeland College | 34 |
| NAIT | 71 |
| Nursing | 19 |
| Red Deer College | 39 |
| University of Alberta | 77 |
| University of Calgary | 49 |
| University of Lethbridge | 34 |
| RELATIONSHIPS Looks at problems people have in relationships and how to solve them. | 31 |
| RELAXATION AND STRESS MANAGEMENT Will develop methods for dealing with stress (ex. test anxiety) | 30 |
| SCHOLARSHIP AND STUDENT FINANCE INFORMATION SESSION | 54 |
| SEPARATION, DIVORCE, AND LOSS Will discuss the feelings involved and provide support for those who are having trouble dealing with a past or current loss - such as the divorce of parents or the death of someone close. | 21 |
| SEXUAL ASSAULT / ABUSE Will look at the concerns related to sexual (and physical) abuse and assault. | 28 |
| STUDY HABITS Will look at ways to improve your study methods as well as test taking "tricks" | 51 |

| | # of students that would go |
|---|---|
| Grade 11 Only - NAIT Open House Trip in March | 41 |
| Grade 12 Only - U of A Orientation Days Tour in February | 52 |

# Appendix II

## Peer Support Goals and Activities

## PEER SUPPORT GOALS AND ACTIVITIES 1988-89

Decided upon by peer support members after reviewing needs assessment results.

**Goal 1: To increase school spirit**
Activities to accomplish goal 1: Rainbow day, Up with people seminar, Dress up day, Stupid student tricks, Computer dating, Elk Island day,
Name switch day, Assist student's union, Hayride.

**Goal 2: To raise the self-esteem of students**
Activities to accomplish goal 2: Secret admirer day, Self-esteem retreat, Hug day, Birthday cards.

**Goal 3: To improve school climate**
Activities to accomplish goal 3: Yardley Jones cartoons in school.

**Goal 4: Education / Awareness**
Activities to accomplish goal 4: Alcohol and drug abuse seminar, Suicide prevention workshop, Career day, Work with CHOICES program.

**Goal 5: Peer support awareness**
Activities to accomplish goal 5: Peer support caricatures, peer support room in the school, Peer support column in the local paper, Peer support video.

**Goal 6: Peer support team development**
Activities to accomplish goal 6: Ongoing training, Meet with other teams, Work on town Christmas hamper.

**Goal 7: Provide support for other students**
Activities to accomplish goal 7: Individual discussions with students, Referral to other sources of help, Peer support members participate in group sessions (alcoholism, assertiveness, career choices, getting along with your parents, relationships, relaxation and stress management, scholarships and student finance, sexual assault/abuse, study habits), Orientation for new students.

# Appendix III

## Selection and Training Procedures

## Peer Support Selection and Training Procedures

Time Line

May, 1988 Present information to all classes about peer support Nomination sheets given out to all students (students can nominate themselves)

May, 1988 Lunch time meeting for all interested students to get more information about peer support. All those who were nominated are given an invitation to the meeting. Applications given out to all those who are still interested.

May, 1988 Application forms turned in, "top" applicants called in for interview.

"Top" applicants decided by
- a) number of nominations they received
- b) life experience
- c) prior helping experiences
- d) ability to make commitment
- e) desire

June, 1988 Interview top applicants

Look for commitment, Ability to maintain confidentiality, Life experience, Peer group representation, Current personal issues, Helping experiences.

## Peer Support Application Form

| | | | |
|---|---|---|---|
| Name: | _____ | Date: | _____ |
| Address: | _____ | Phone No. | _____ |
| Birthdate: | _____ | Grade: | _____ |

Briefly and honestly: Why do you want to be part of the peer support team?

_____
_____
_____
_____
_____

Describe a time when you have helped a friend with a problem.

_____
_____
_____
_____

Peer support meets every Monday after school from 3:30 - 5:00
Can you be present at all the meetings? _____
Can you get a ride home _____
Can you give rides to others? _____

Will you be involved in any extra-curricular activities (including work) during the next school year? Yes_____ No_____
If yes, please describe the activities:

_____
_____

Describe what you believe are the three most important qualities of a helping relationship. In what ways do you see these qualities related to yourself?

_____
_____
_____
_____
_____
_____

Tell us anything else that you think will help with your application for the peer support team.

_____
_____
_____

## Peer Support Interview Sheet

Name:_____ Grade:_____ Date:_____

How would your family and friends react to you being on the peer support team?

_____

_____

Would being on the team cause a strain on school, family, or work responsibilities?

_____

_____

Can you make the commitment to be at all the training sessions? What could interfere with your commitment?

_____

_____

Is there any chance that you will move or change schools in the next year?_____

Who are your three best friends?

_____ _____ _____

How do you think your best friend would describe you?

_____

_____

What kinds of concerns might other students talk to you about?

_____

_____

What issues would you find upsetting to deal with? Why?

_____

_____

Do you feel you will be able to be open with peer support team members and other students? Why?

_____

_____

Have you experienced any major personal problems?_____
Have you successfully resolved them?

_____

_____

Describe a time when you turned to someone for help or support?

_____

_____

How did it feel to approach the person who helped you? What did they do that was helpful?

_____

_____

What strengths and weaknesses will you bring to the team?

_____

_____

What do you expect to gain by being on the team?

_____

_____

Why did you volunteer for peer support?

_____

_____

How did you feel about answering all these questions? Do you have any questions about peer support?

_____

_____

## Interview Rating Sheet

Rate each of the following items from 1 to 5

1 - Very Low 2 - Low 3 - Average 4 - High 5 - Very High

___Caring for other people
___Aware of personal limits
___Confidentiality - able to keep a secret
___Maturity & life experiences
___Self-confidence
___Sense of humor
___Ability to work with others
___Openness

___OVERALL IMPRESSION OF SUITABILITY FOR PEER SUPPORT

Interviewed by:_____

## PEER SUPPORT TRAINING PROCESS

Formal training began in September with a training retreat that focused on:

A) Team Building - icebreakers and activities designed to help everyone know each other better.

B) Goal Setting and the development of an Action Plan for the year.

C) Introductory Training with sessions on:
- Ethics
- Qualities of a helper
- Assertiveness
- Verbal and non-verbal communication

The training retreat was followed by weekly training/business sessions during which all activities from the Peer Counselling Project manual (Carr & Saunders, 1980) were covered. The topics were:

- Awareness of others, Verbal and non-verbal attending
- Roadblocks to effective communication
- Listening, Empathy
- Empathic Listening
- Questioning skills
- Self Disclosure, "I" and "You" messages
- Feedback
- Values Clarification
- Decision Making, Problem solving
- Ethics, Confidentiality, Referral

The program was run at a highly experiential level, following the process style of teaching suggested by Marcia Hills, and referred to in the manual *Peer support: Designing interpersonal skills training plan* (Davis, et al., 1987). Sessions and ideas used from this manual included:

Self-Coaching
Values, Beliefs, and Attitudes
Giving and receiving feedback
Listening
Perceptions of situations
Decision making

Further, the leaders did additional sessions on crisis intervention and had speakers out from Alateen and to speak on suicide prevention.

Each meeting followed a similar format, often including:

Clarification of issues from the last meeting
Discussion of new issues that have come up during the week
Training topic (or in some cases group work planning activities)
Debriefing

Weekly training / business meetings ran from early October until May.

# Appendix IV

## Questionnaires, Cover Letters, Administration Instructions

## INSTRUCTIONS TO TEACHERS

Hi,

Please give out an envelope containing a questionnaire to each student in your class.

Have them take out the questionnaire and read the directions to them.

Encourage them all to take part and do an honest effort - but it is voluntary.

Re-collect all forms, have them taken to the general office.

Thanks,

Steve

## STUDENT QUESTIONNAIRE
## PEER SUPPORT PROGRAM EVALUATION

Now that we have had a peer support program in our school for three years the peer support program is being evaluated. In order top gather students' opinions about the program I am asking all students to help out by completing the following questionnaire. However it is important to realize that doing this questionnaire is totally voluntary - you do not have to take part in this if you do not wish to. I would however appreciate all the help I can get. All students in our school are being given the opportunity to make their opinions known by completing a questionnaire.

Your input will provide valuable information to use in the planning of future peer support programs.

Please do not put your name on this paper. When you have completed this questionnaire, please return it to your teacher.

**PLEASE FILL OUT THE FOLLOWING INFORMATION SECTION**

GRADE [ ] 9 [ ] 10 [ ] 11 [ ] 12

SEX [ ] MALE [ ] FEMALE

Have you ever talked over a problem with a person that you knew was on the peer support team?

[ ] YES [ ] NO

If you answered yes to the above question, what general area(s) listed below did the problem fit into? (You may check more than one area.)

| | | |
|---|---|---|
| [ ] Careers | [ ] Friends | [ ] Schoolwork |
| [ ] Drugs | [ ] Drinking | [ ] Sex |
| [ ] Loneliness | [ ] Parents | [ ] Teachers |
| [ ] Relationships | [ ] Death | [ ] Brothers/ Sisters |
| [ ] Stress | [ ] Pregnancy | [ ] Suicide |
| [ ] None of the above | [ ] Other_____ | |

# STUDENT QUESTIONNAIRE
# PEER SUPPORT PROGRAM EVALUATION

**A.**

1. When I have a problem, I'm most likely to talk it over with:
(more than one may be checked)

[ ] parent
[ ] friend (male)
[ ] friend (female)
[ ] teacher
[ ] brother or sister
[ ] counsellor
[ ] peer support member
[ ] other _____
(please describe)

2. I think a student could help another student in solving problems about the following:
(more than one may be checked)

[ ] career plans
[ ] friends
[ ] schoolwork
[ ] drugs
[ ] drinking
[ ] loneliness
[ ] parents
[ ] teachers
[ ] sex
[ ] relationships
[ ] death
[ ] brothers / sisters
[ ] stress
[ ] pregnancy
[ ] suicide
[ ] other _____
(please describe)
[ ] none of the above

# STUDENT QUESTIONNAIRE
# PEER SUPPORT PROGRAM EVALUATION

**B.**

| Please respond to the following by placing an "X" in the appropriate coulmn beside each comment. | strongly agree | agree | uncertain | disagree | strongly disagree |
|---|---|---|---|---|---|
| 1. STUDENTS ARE CAPABLE OF HELPING OTHER STUDENTS WITH PROBLEMS, WORRIES, AND CONCERNS | | | | | |
| 2. THE PEER SUPPORT MEMBERS IN OUR SCHOOL ARE ADEQUATELY TRAINED TO ASSIST OTHER STUDENTS | | | | | |
| 3. THE PEER SUPPORT PROGRAM IS HELPING TO PROVIDE A CARING ATMOSPHERE IN OUR SCHOOL | | | | | |
| 4. PEER SUPPORT ACTIVITIES IN OUR SCHOOL INCREASE SCHOOL SPIRIT | | | | | |
| 5. PEER SUPPORT ACTIVITIES IN OUR SCHOOL PROVIDE NEEDED INFORMATION FOR THE STUDENTS | | | | | |
| 6. PEER SUPPORT ACTIVITIES IN OUR SCHOOL HELP RAISE THE SELF ESTEEM OF STUDENTS | | | | | |
| 7. I WOULD SEE A PEER SUPPORT MEMBER IF I THOUGHT HE OR SHE WOULD HELP ME WITH A PROBLEM | | | | | |
| 8. I WOULD RECOMMEND THAT A FRIEND SEE A PEER SUPPORT MEMBER IF I THOUGHT THE FRIEND HAD A PROBLEM | | | | | |
| 9. I KNOW HOW TO ARRANGE A MEETING TO TALK WITH A PEER SUPPORT MEMBER IF I WANTED TO | | | | | |
| 10. MOST OTHER STUDENTS KNOW HOW TO ARRANGE A MEETING WITH A PEER SUPPORT MEMBER | | | | | |

# STUDENT QUESTIONNAIRE
# PEER SUPPORT PROGRAM EVALUATION

| | strongly agree | agree | uncertain | disagree | strongly disagree |
|---|---|---|---|---|---|
| 11. IN GENERAL, MEMBERS OF THE PEER SUPPORT TEAM ARE VERY TRUSTWORTHY | | | | | |
| 12. I WOULD LIKE IT IF ONE OF MY FRIENDS WAS PART OF PEER SUPPORT | | | | | |
| 13. I WOULD LIKE TO BE ON THE PEER SUPPORT TEAM | | | | | |
| 14. I WOULD FEEL MORE COMFORTABLE TALKING WITH ONE OF MY FRIENDS WHO HAD BEEN PART OF PEER SUPPORT THAN WITH A FRIEND WHO HAD NOT BEEN IN PEER SUPPORT | | | | | |

Dear Teachers:

The peer support program is in its third year. After running the program for three years I would now wish to evaluate various aspects of the program in order to make decisions about peer support for future years. As this evaluation data will also be used as research for my Master's thesis I would greatly appreciate your assistance in filling out the attached questionnaire. Your replies are to be anonymous. Please return the completed form to my mailbox as soon as possible.

Thanks

Steve Carter

# TEACHER QUESTIONNAIRE
# PEER SUPPORT PROGRAM

**A.**

1. Please rate your understanding of the objectives of the peer support program by circling the appropriate number on the scale below.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| no understanding | | moderate understanding | | understand well |

2. Please rate your understanding of the way the peer support program functions within this school.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| no understanding | | moderate understanding | | understand well |

3. Please indicate with a check in the <u>boxes on the left</u> to indicate which of the following have contributed to your level of understanding of the peer support program:

[ ] contact with the peer support trainers _____
[ ] newsletter / newspaper articles _____
[ ] staff meeting presentations
_____
[ ] students who are peer support members _____
[ ] books or articles I've read _____
[ ] students who have used peer support services _____
[ ] parent contacts _____
[ ] other (specify) _____
_____

4. Please place a number in the space to the right of each item above which you have checked to indicate each checked item's <u>ranking</u> in terms of its influence to your understanding. Place a "1" in the space that goes with the item which has had the strongest influence on your understanding; a "2" for the next strongest, etc., continuing until all checked items have been numbered.

# TEACHER QUESTIONNAIRE
# PEER SUPPORT PROGRAM

**B.**

| Please respond to the following by placing an "X" in the appropriate coulmn beside each comment. | strongly agree | agree | uncertain | disagree | strongly disagree |
|---|---|---|---|---|---|
| 1. STUDENTS ARE CAPABLE OF HELPING OTHER STUDENTS WITH PROBLEMS, WORRIES, AND CONCERNS | | | | | |
| 2. STUDENTS MOST OFTEN SEEK OUT OTHER STUDENTS WHEN THEY WANT TO TALK OVER A PROBLEM OR CONCERN | | | | | |
| 3. THE PEER SUPPORT MEMBERS IN OUR SCHOOL ARE ADEQUATELY TRAINED TO ASSIST OTHER STUDENTS | | | | | |
| 4. THE PEER SUPPORT TRAINING PROGRAM IS USEFUL IN HELPING STUDENTS LEARN HOW TO DEAL WITH THEIR PROBLEMS CONCERNING FRIENDS | | | | | |
| 5. THE PEER SUPPORT TRAINING PROGRAM IS USEFUL IN HELPING STUDENTS LEARN HOW TO DEAL WITH THEIR PROBLEMS INVOLVING THEIR FAMILIES | | | | | |
| 6. THE PEER SUPPORT TRAINING PROGRAM IS USEFUL IN HELPING STUDENTS LEARN HOW TO DEAL WITH THEIR PROBLEMS INVOLVING TEACHERS | | | | | |
| 7. STUDENTS WILL MAKE USE OF THE SERVICES OF THE PEER SUPPORT MEMBERS WHEN THEY ARE AVAILABLE TO THEM. | | | | | |
| 8. I WOULD ALLOW A STUDENT TO BE ABSENT FROM A PORTION OF A CLASS TO MEET WITH A PEER SUPPORT MEMBER IF THE STUDENT REQUESTED THIS. | | | | | |

## TEACHER QUESTIONNAIRE
## PEER SUPPORT PROGRAM

**B.** Continued

| Please respond to the following by placing an "X" in the appropriate coulmn beside each comment. | strongly agree | agree | uncertain | disagree | strongly disagree |
|---|---|---|---|---|---|
| 9. I WOULD ALLOW A STUDENT TO BE ABSENT FROM A PORTION OF A CLASS TO MEET WITH A PEER SUPPORT MEMBER IF THE PEER SUPPORT MEMBER REQUESTED THIS. | | | | | |
| 10. I WOULD RECOMMEND THAT A STUDENT SEE A PEER SUPPORT MEMBER IF I THOUGHT THEY HAD A PROBLEM TO TALK OVER. | | | | | |
| 11. THE PEER SUPPORT PROGRAM AT OUR SCHOOL PROVIDES AN 'OUTREACH' SERVICE FOR THE COUNSELLING PROGRAM. | | | | | |
| 12. THE PEER SUPPORT PROGRAM IS HELPING TO PROVIDE A CARING ATMOSPHERE IN OUR SCHOOL | | | | | |
| 13. STUDENTS WHO COMPLETE THE PEER SUPPORT TRAINING PROGRAM SHOULD RECEIVE COURSE CREDIT. | | | | | |
| 14. PEER SUPPORT ACTIVITIES IN OUR SCHOOL INCREASE SCHOOL SPIRIT. | | | | | |
| 15. PEER SUPPORT ACTIVITIES IN OUR SCHOOL PROVIDE NEEDED INFORMATION TO OUR STUDENTS | | | | | |
| 16. PEER SUPPORT ACTIVITIES IN OUR SCHOOL HELP RAISE THE SELF-ESTEEM OF STUDENTS. | | | | | |

## PEER SUPPORT PROGRAM EVALUATION
## "CLIENT" QUESTIONNAIRE

Important: We would like to know your opinions. The purpose of this form is not to evaluate a specific peer support member but to help evaluate the peer support program in general. Students who have talked with a peer support member are asked to complete this question anonymously. After you complete this questionnaire please return this form by placing it back in the envelope and either sliding it under the door of the counselling office or by giving it to one of the secretaries in the general office.

Thanks for your help !

PLEASE FILL OUT THE FOLLOWING INFORMATION SECTION

GRADE [ ] 9 [ ] 10 [ ] 11 [ ] 12

SEX [ ] Male [ ] Female

The peer support member I saw was:

[ ] older than me
[ ] younger than me
[ ] same age as me
[ ] (not sure)

The reason that I spoke to a peer support member about a problem is that:

[ ] I was already friends with that peer support member.
[ ] The peer support member approached me to talk.
[ ] A teacher suggested that I should.
[ ] A friend suggested that I should.
[ ] My parent suggested that I should.
[ ] It was my own idea.
[ ] Other_____

# PEER SUPPORT PROGRAM EVALUATION
# "CLIENT" QUESTIONNAIRE

| Please respond to the following by placing an "X" in the appropriate coulmn beside each comment. | strongly agree | agree | uncertain | disagree | strongly disagree |
|---|---|---|---|---|---|
| 1. I FEEL THAT THE PEER SUPPORT MEMBER WAS INTERESTED IN MY PROBLEMS | | | | | |
| 2. I FELT COMFORTABLE WITH THE PEER SUPPORT MEMBER | | | | | |
| 3. I WOULD HAVE FELT MORE COMFORTABLE IF I HAD SPOKEN TO AN ADULT | | | | | |
| 4. THE PEER SUPPORT MEMBER HELPED ME TO SEE MY PROBLEM MORE CLEARLY | | | | | |
| 5. THE PEER SUPPORT MEMBER HELPED ME WORK TOWARDS DECIDING WHAT TO DO ABOUT MY PROBLEMS | | | | | |
| 6. MEETING WITH A PEER SUPPORT MEMBER HAS HELPED ME FEEL BETTER ABOUT SCHOOL | | | | | |
| 7. TALKING TO A PEER SUPPORT MEMBER HAS HELPED ME TO UNDERSTAND THINGS BETTER | | | | | |
| 8. I WOULD SEE A PEER SUPPORT MEMBER AGAIN IF I HAD A PROBLEM | | | | | |
| 9. I WOULD RECOMMEND THAT A FRIEND SEE A PEER SUPPORT MEMBER IF I THOUGHT THE FRIEND HAD A PROBLEM | | | | | |
| 10. IT IS EASY FOR STUDENTS IN THIS SCHOOL TO SEE A PEER SUPPORT MEMBER IF THEY WANT TO | | | | | |

## PEER SUPPORT MEMBER QUESTIONNAIRE
## PEER SUPPORT PROGRAM

Please rate yourself on the following points. The scale on the left asks for your recollection of what you were like before being part of the peer support program. The scale on the right asks for your perceptions of yourself at the present time. Please place "X" marks in the appropriate columns.

| good | slightly above average | average | slightly below average | poor | | greatly improved | slightly improved | no change | deteriorated |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | 1. YOUR ABILITY TO LISTEN TO OTHER FAMILY MEMBERS | | | | |
| | | | | | 2. YOUR WILLINGNESS TO COMMUNICATE WITH OTHER FAMILY MEMBERS | | | | |
| | | | | | 3. YOUR ABILITY TO "GET ALONG WITH" YOUR PARENTS | | | | |
| | | | | | 4. YOUR ABILITY TO "GET ALONG WITH" YOUR SIBLINGS | | | | |
| | | | | | 5. YOUR ACCEPTANCE OF RESPONSIBILITIES AT HOME | | | | |
| | | | | | 6. YOUR OPEN-MINDEDNESS,OR WILLINGNESS TO ACCEPT THAT OTHERS HAVE THE RIGHT TO HOLD DIFFERENT VIEWS | | | | |
| | | | | | 7. YOUR AWARENESS OF YOUR OWN FEELINGS | | | | |
| | | | | | 8. YOUR ABILITY TO DEAL WITH YOUR OWN FEELINGS | | | | |
| | | | | | 9. YOUR AWARENESS OF THE FEELINGS OF OTHERS | | | | |
| | | | | | 10. YOUR AWARENESS OF HOW YOUR BEHAVIOR AFFECTS OTHERS | | | | |

# PEER SUPPORT MEMBER QUESTIONNAIRE
# PEER SUPPORT PROGRAM

| good | slightly above average | average | slightly below average | poor | | greatly improved | slightly improved | no change | deteriorated |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | **11.** YOUR ABILITY TO "GET ALONG WITH" FRIENDS | | | | |
| | | | | | **12.** YOUR ABILITY TO "GET ALONG WITH" CLASSMATES OR OTHER STUDENTS | | | | |
| | | | | | **13.** YOUR ABILITY TO "GET ALONG WITH" YOUR TEACHERS | | | | |
| | | | | | **14.** YOUR ABILITY TO THINK POSITIVELY ABOUT YOURSELF | | | | |
| | | | | | **15.** YOUR FEELINGS ABOUT SCHOOL | | | | |
| | | | | | **16.** YOUR ACCEPTANCE OF SCHOOL RELATED RESPONSIBILITIES (HOMEWORK, ATTENDANCE, CLASS PARTICIPATION, ETC) | | | | |
| | | | | | **17.** YOUR ABILITY TO MAKE DECISIONS | | | | |
| | | | | | **18.** YOUR ABILITY TO COPE WITH ANY PROBLEMS THAT YOU MAY HAVE | | | | |
| | | | | | **19.** YOUR ABILITY TO HELP YOUR PEERS DEAL WITH ANY PROBLEMS THAT THEY MAY HAVE | | | | |
| | | | | | **20.** YOUR ABILITY TO CONTRIBUTE TO A CLASS DISCUSSION | | | | |
| | | | | | **21.** YOUR ABILITY TO TAKE CRITICISM | | | | |

## PEER SUPPORT TRAINING PROGRAM - EVALUATION

1. Which skills learned from peer support training do you feel most confident using?

2. Which skills do you feel least confident using?

3. Which aspect(s) of peer support training/meetings did you like the most?

4. Which aspect(s) did you like the least?

5. Did what you learned as a result of being in peer support meet your expectations?

6. Has being in peer support made any differences in your feelings about school?

7. Has being in peer support made any differences in your relationships with family members?

8. Has being in peer support made any differences in your relationships with friends?

9. Can you suggest any changes which might improve the peer support training program and/or meetings?

10. Would you recommend being in peer support to others? Why or why not?

Dear Parent,

I am interested in determining what effects, if any, that being on the peer support team and being involved in the training has had on the personal growth and development of the team members.

To enable me to do this, I request your cooperation in completing the attached questionnaire, which asks you to rate certain aspects of your son's/daughter's development both before and after being involved in peer support.

The information collected will also be used as part of a study I am doing in writing my Master's thesis. Your replies will be anonymous; there will be no attempt to match parent replies to particular peer support members.

Please mail the questionnaire back to me in the enclosed stamped envelope as soon as you possibly can.

Thanks for your help !

Yours Truly

Steve Carter

P.S. Please feel free to call me if you have any questions. Additional comments may be made on the back of the questionnaire.

## PARENT QUESTIONNAIRE
## PEER SUPPORT PROGRAM

Please rate your son or daughter on the following points. The scale on the left asks for your recollection of what your son /daughter was like before being part of the peer support program. The scale on the right asks for your present ratings. Please place "X" marks in the appropriate columns.

| good | slightly above average | average | slightly below average | poor | | greatly improved | slightly improved | no change | deteriorated |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | 1. ABILITY TO LISTEN TO OTHER FAMILY MEMBERS | | | | |
| | | | | | 2. WILLINGNESS TO COMMUNICATE WITH OTHER FAMILY MEMBERS | | | | |
| | | | | | 3. ABILITY TO GET ALONG WITH ADULTS | | | | |
| | | | | | 4. ABILITY TO GET ALONG WITH SIBLINGS AND/OR OTHER TEENAGERS | | | | |
| | | | | | 5. ACCEPTANCE OF RESPONSIBILITIES. | | | | |
| | | | | | 6. OPEN-MINDEDNESS; WILLINGNESS TO ACCEPT THAT OTHERS HAVE THE RIGHT TO HOLD DIFFERENT VIEWS | | | | |
| | | | | | 7. SELF-AWARENESS. | | | | |
| | | | | | 8. ABILITY TO MAKE DECISIONS | | | | |
| | | | | | 9. FEELINGS ABOUT SCHOOL, INCLUDING MAINTAINING REGULAR ATTENDANCE. | | | | |

# Appendix V

## Questionnaire Results

# THESIS - SCHOOL DATA
## INITIAL RESULTS

1. GRADE:

| | |
|---|---|
| 9 | 66 |
| 10 | 61 |
| 11 | 41 |
| 12 | 36 |
| TOTAL: | 204 |

2. SEX:

| | |
|---|---|
| MALE | 123 |
| FEMALE | 80 |
| UNMARKED | 1 |
| TOTAL | 204 |

3. HAVE YOU EVER TALKED WITH A PEER SUPPORT MEMBER

| | |
|---|---|
| YES | 61 |
| NO | 143 |
| TOTAL | 204 |

4. AREAS SPOKEN TO PEER SUPPORT MEMBER ABOUT (OUT OF 61)

| | | % | RANK |
|---|---|---|---|
| CAREERS | 10 | 16.4 | 4 * |
| DRUGS | 1 | 1.6 | 17 |
| LONELINESS | 7 | 11.5 | 9 * |
| RELATIONSHIPS | 35 | 57.4 | 2 |
| STRESS | 7 | 11.5 | 9 * |
| NONE OF THE ABOVE | 4 | 6.6 | 14 |
| FRIENDS | 36 | 59.0 | 1 |
| DRINKING | 8 | 13.1 | 8 |
| PARENTS | 21 | 34.4 | 3 |
| DEATH | 10 | 16.4 | 4 * |
| PREGNANCY | 2 | 3.3 | 16 |
| OTHER | 3 | 4.9 | 15 |
| SCHOOLWORK | 10 | 16.4 | 4 * |
| SEX | 5 | 8.2 | 13 |
| TEACHERS | 6 | 9.8 | 12 |
| SIBLINGS | 7 | 11.5 | 9 * |
| SUICIDE | 9 | 14.8 | 7 |

* = tie

5. WHO I AM MOST LIKELY TO GO TO WHEN I HAVE A PROBLEM (OUT OF 204)

| | | |
|---|---|---|
| PARENT | 71 | 34.8 |
| MALE FRIEND | 121 | 59.3 |
| FEMALE FRIEND | 124 | 60.8 |
| TEACHER | 4 | 2.0 |
| BROTHER / SISTER | 49 | 24.0 |
| COUNSELLOR | 21 | 10.3 |
| PEER SUPPORT MEMBER | 16 | 7.8 |
| OTHER | 11 | 5.4 |

6. I THINK A STUDENT COULD HELP ANOTHER STUDENT IN SOLVING PROBLEMS ABOUT THE FOLLOWING (OUT OF 204).

| | | |
|---|---|---|
| CAREER PLANS | 40 | 19.6 |
| FRIENDS | 142 | 69.6 |
| SCHOOLWORK | 156 | 76.5 |
| DRUGS | 96 | 47.1 |
| DRINKING | 113 | 55.4 |
| LONELINESS | 137 | 67.2 |
| PARENTS | 109 | 53.4 |
| TEACHERS | 93 | 45.6 |
| SEX | 98 | 48.0 |
| RELATIONSHIPS | 127 | 62.3 |
| DEATH | 75 | 36.8 |
| BROTHERS / SISTERS | 89 | 43.6 |
| STRESS | 91 | 44.6 |
| PREGNANCY | 74 | 36.3 |
| SUICIDE | 90 | 44.1 |
| OTHER | 5 | 2.5 |
| NONE OF THE ABOVE | 4 | 2.0 |

| | Strongly Agree or Agree | Unsure | Disagree or Strongly Disagree |
|---|---|---|---|
| STUDENTS ARE CAPABLE OF HELPING OTHER STUDENTS WITH PROBLEMS, WORRIES, AND CONCERNS | 89.2% | 6.9% | 4.0% |
| THE PEER SUPPORT MEMBERS IN OUR SCHOOL ARE ADEQUATELY TRAINED TO ASSIST OTHER STUDENTS | 35.8% | 49.0% | 15.2% |
| THE PEER SUPPORT PROGRAM IS HELPING TO PROVIDE A CARING ATMOSPHERE IN OUR SCHOOL | 57.4% | 32.8% | 9.8% |
| PEER SUPPORT ACTIVITIES IN OUR SCHOOL INCREASE SCHOOL SPIRIT | 49.0% | 34.8% | 16.2% |
| PEER SUPPORT ACTIVITIES IN OUR SCHOOL PROVIDE NEEDED INFORMATION FOR THE STUDENTS | 44.7% | 41.2% | 13.7% |
| PEER SUPPORT ACTIVITIES IN OUR SCHOOL HELP RAISE THE SELF ESTEEM OF STUDENTS | 40.7% | 44.1% | 14.7% |
| I WOULD SEE A PEER SUPPORT MEMBER IF I THOUGHT HE OR SHE WOULD HELP ME WITH A PROBLEM | 36.3% | 34.3% | 28.9% |
| I WOULD RECOMMEND THAT A FRIEND SEE A PEER SUPPORT MEMBER IF I THOUGHT THE FRIEND HAD A PROBLEM | 38.7% | 32.8% | 28.0% |
| I KNOW HOW TO ARRANGE A MEETING TO TALK WITH A PEER SUPPORT MEMBER IF I WANTED TO | 41.7% | 27.5% | 30.4% |
| MOST OTHER STUDENTS KNOW HOW TO ARRANGE A MEETING WITH A PEER SUPPORT MEMBER | 20.1% | 59.3% | 19.6% |
| IN GENERAL, MEMBERS OF THE PEER SUPPORT TEAM ARE VERY TRUSTWORTHY | 53.4% | 34.3% | 11.3% |
| I WOULD LIKE IT IF ONE OF MY FRIENDS WAS PART OF PEER SUPPORT | 43.6% | 38.7% | 16.2% |
| I WOULD LIKE TO BE ON THE PEER SUPPORT TEAM | 18.1% | 28.9% | 52.4% |
| I WOULD FEEL MORE COMFORTABLE TALKING WITH ONE OF MY FRIENDS WHO HAD BEEN PART OF PEER SUPPORT THAN WITH A FRIEND WHO HAD NOT BEEN IN PEER SUPPORT | 30.3% | 30.9% | 37.7% |

| | Strong Agree | Agree | Unsure | Dis-agree | Strong Dis-agree |
|---|---|---|---|---|---|
| STUDENTS ARE CAPABLE OF HELPING OTHER STUDENTS WITH PROBLEMS, WORRIES, AND CONCERNS | 73<br>35.8% | 109<br>53.4% | 14<br>6.9% | 5<br>2.5% | 3<br>1.5% |
| THE PEER SUPPORT MEMBERS IN OUR SCHOOL ARE ADEQUATELY TRAINED TO ASSIST OTHER STUDENTS | 15<br>7.4% | 58<br>28.4% | 100<br>49.0% | 19<br>9.3% | 12<br>5.9% |
| THE PEER SUPPORT PROGRAM IS HELPING TO PROVIDE A CARING ATMOSPHERE IN OUR SCHOOL | 22<br>10.8% | 95<br>46.6% | 67<br>32.8 | 12<br>5.9% | 8<br>3.9% |
| PEER SUPPORT ACTIVITIES IN OUR SCHOOL INCREASE SCHOOL SPIRIT | 23<br>11.3% | 77<br>37.7% | 71<br>34.8 | 23<br>11.3 | 10<br>4.9 |
| PEER SUPPORT ACTIVITIES IN OUR SCHOOL PROVIDE NEEDED INFORMATION FOR THE STUDENTS | 15<br>7.4% | 76<br>37.3% | 84<br>41.2 | 18<br>8.8% | 10<br>4.9% |
| PEER SUPPORT ACTIVITIES IN OUR SCHOOL HELP RAISE THE SELF ESTEEM OF STUDENTS | 13<br>6.4% | 70<br>34.3% | 90<br>44.1% | 22<br>10.8% | 8<br>3.9% |
| I WOULD SEE A PEER SUPPORT MEMBER IF I THOUGHT HE OR SHE WOULD HELP ME WITH A PROBLEM | 23<br>11.3% | 51<br>25.0% | 70<br>34.3% | 33<br>16.2% | 26<br>12.7% |
| I WOULD RECOMMEND THAT A FRIEND SEE A PEER SUPPORT MEMBER IF I THOUGHT THE FRIEND HAD A PROBLEM | 22<br>10.8% | 57<br>27.9% | 67<br>32.8% | 32<br>15.7% | 25<br>12.3% |
| I KNOW HOW TO ARRANGE A MEETING TO TALK WITH A PEER SUPPORT MEMBER IF I WANTED TO | 21<br>10.3% | 64<br>31.4% | 56<br>27.5% | 42<br>20.6% | 20<br>9.8 |
| MOST OTHER STUDENTS KNOW HOW TO ARRANGE A MEETING WITH A PEER SUPPORT MEMBER | 6<br>2.9% | 35<br>17.2% | 121<br>59.3% | 27<br>13.2% | 13<br>6.4% |
| IN GENERAL, MEMBERS OF THE PEER SUPPORT TEAM ARE VERY TRUSTWORTHY | 38<br>18.6% | 71<br>34.8% | 70<br>34.3% | 14<br>6.9% | 9<br>4.4% |
| I WOULD LIKE IT IF ONE OF MY FRIENDS WAS PART OF PEER SUPPORT | 32<br>15.7% | 57<br>27.9% | 79<br>38.7% | 19<br>9.3% | 14<br>6.9% |
| I WOULD LIKE TO BE ON THE PEER SUPPORT TEAM | 19<br>9.3% | 18<br>8.8% | 59<br>28.9% | 49<br>24.0% | 58<br>28.4% |
| I WOULD FEEL MORE COMFORTABLE TALKING WITH ONE OF MY FRIENDS WHO HAD BEEN PART OF PEER SUPPORT THAN WITH A FRIEND WHO HAD NOT BEEN IN PEER SUPPORT | 26<br>12.7% | 36<br>17.6% | 63<br>30.9% | 39<br>19.1% | 38<br>18.6% |

| | 1 Strong Agree | 2 Agree | 3 Unsure | 4 Dis-agree | 5 StrDis-agree |
|---|---|---|---|---|---|
| STUDENTS ARE CAPABLE OF HELPING OTHER STUDENTS WITH PROBLEMS, WORRIES, AND CONCERNS | MEAN 1.804 | MEDIAN 2.00 | StdDev .788 | | |
| THE PEER SUPPORT MEMBERS IN OUR SCHOOL ARE ADEQUATELY TRAINED TO ASSIST OTHER STUDENTS | 2.779 | 3.00 | .929 | | |
| THE PEER SUPPORT PROGRAM IS HELPING TO PROVIDE A CARING ATMOSPHERE IN OUR SCHOOL | 2.456 | 2.00 | .906 | | |
| PEER SUPPORT ACTIVITIES IN OUR SCHOOL INCREASE SCHOOL SPIRIT | 2.608 | 3.00 | .994 | | |
| PEER SUPPORT ACTIVITIES IN OUR SCHOOL PROVIDE NEEDED INFORMATION FOR THE STUDENTS | 2.665 | 3.00 | .921 | | |
| PEER SUPPORT ACTIVITIES IN OUR SCHOOL HELP RAISE THE SELF ESTEEM OF STUDENTS | 2.714 | 3.00 | .888 | | |
| I WOULD SEE A PEER SUPPORT MEMBER IF I THOUGHT HE OR SHE WOULD HELP ME WITH A PROBLEM | 2.941 | 3.00 | 1.176 | | |
| I WOULD RECOMMEND THAT A FRIEND SEE A PEER SUPPORT MEMBER IF I THOUGHT THE FRIEND HAD A PROBLEM | 2.906 | 3.00 | 1.167 | | |
| I KNOW HOW TO ARRANGE A MEETING TO TALK WITH A PEER SUPPORT MEMBER IF I WANTED TO | 2.882 | 3.00 | 1.150 | | |
| MOST OTHER STUDENTS KNOW HOW TO ARRANGE A MEETING WITH A PEER SUPPORT MEMBER | 3.030 | 3.00 | .828 | | |
| IN GENERAL, MEMBERS OF THE PEER SUPPORT TEAM ARE VERY TRUSTWORTHY | 2.431 | 2.00 | 1.016 | | |
| I WOULD LIKE IT IF ONE OF MY FRIENDS WAS PART OF PEER SUPPORT | 2.632 | 3.00 | 1.079 | | |
| I WOULD LIKE TO BE ON THE PEER SUPPORT TEAM | 3.537 | 4.00 | 1.252 | | |
| I WOULD FEEL MORE COMFORTABLE TALKING WITH ONE OF MY FRIENDS WHO HAD BEEN PART OF PEER SUPPORT THAN WITH A FRIEND WHO HAD NOT BEEN IN PEER SUPPORT | 3.134 | 3.00 | 1.276 | | |
| OVERALL RESULTS (1 - 14) | MEAN 2.754 | MEDIAN 2.643 | StdDev .654 | | |

## TEACHER QUESTIONNAIRE RESULTS

TEACHER'S UNDERSTANDING OF THE OBJECTIVES OF THE PEER SUPPORT PROGRAM

| | frequency | % |
|---|---|---|
| 1 NONE | 2 | 14% |
| | 2 | 14% |
| 3.MODERATE | 4 | 29% |
| 4 | 4 | 29% |
| 5.UNDERSTAND WELL | 1 | 7% |

TEACHER'S UNDERSTANDING OF THE WAY THE PEER SUPPORT PROGRAM FUNCTIONS IN THE SCHOOL

| | frequency | % |
|---|---|---|
| 1 NONE | 3 | 21% |
| 2 | 3 | 21% |
| 3.MODERATE | 2 | 14% |
| 4 | 4 | 29% |
| 5.UNDERSTAND WELL | 1 | 7% |

FACTORS CONTRIBUTING TO THE TEACHER'S UNDERSTANDING OF THE PEER SUPPORT PROGRAM

| | responses | average | rank |
|---|---|---|---|
| Contact with the peer support trainers | 4 | 1.8 | #2 |
| Newsletters/newspaper articles | 5 | 3.4 | #4 |
| Staff meeting presentations | 7 | 1.3 | #1 |
| Students who are peer support members | 8 | 1.8 | #2 |
| Books or articles | 1 | 4 | #5 |
| Students who have used peer support services | 3 | 2.7 | #3 |
| Parent contacts | 0 | | |
| Other | 0 | | |

| | Strong Agree | Agree | Unsure | Dis-agree | Strong Dis-agree |
|---|---|---|---|---|---|
| 1. STUDENTS ARE CAPABLE OF HELPING OTHER STUDENTS WITH PROBLEMS, WORRIES, AND CONCERNS | 6<br>42.9% | 4<br>28.6% | 3<br>21.4% | 1<br>7.1% | |
| 2. STUDENTS MOST OFTEN SEEK OUT OTHER STUDENTS WHEN THEY WANT TO TALK OVER A PROBLEM OR CONCERN | 5<br>35.7% | 7<br>50% | 1<br>7.1% | 1<br>7.1% | |
| 3. THE PEER SUPPORT MEMBERS IN OUR SCHOOL ARE ADEQUATELY TRAINED TO ASSIST OTHER STUDENTS | 1<br>7.1% | 4<br>28.6% | 9<br>64.3% | | |
| 4. THE PEER SUPPORT TRAINING PROGRAM IS USEFUL IN HELPING STUDENTS LEARN HOW TO DEAL WITH THEIR PROBLEMS CONCERNING FRIENDS | 3<br>21.4% | 5<br>35.7% | 6<br>42.9% | | |
| 5. THE PEER SUPPORT TRAINING PROGRAM IS USEFUL IN HELPING STUDENTS LEARN HOW TO DEAL WITH THEIR PROBLEMS INVOLVING THEIR FAMILIES | 1<br>7.1% | 6<br>42.9% | 7<br>50% | | |
| 6. THE PEER SUPPORT TRAINING PROGRAM IS USEFUL IN HELPING STUDENTS LEARN HOW TO DEAL WITH THEIR PROBLEMS INVOLVING TEACHERS | | 8<br>57.1% | 3<br>35.7% | 1<br>7.1% | |
| 7. STUDENTS WILL MAKE USE OF THE SERVICES OF THE PEER SUPPORT MEMBERS WHEN THEY ARE AVAILABLE TO THEM. | | 6<br>42.9% | 8<br>57.1% | | |
| 8. I WOULD ALLOW A STUDENT TO BE ABSENT FROM A PORTION OF A CLASS TO MEET WITH A PEER SUPPORT MEMBER IF THE STUDENT REQUESTED THIS. | 4<br>28.6% | 7<br>50% | 1<br>7.1% | | 1<br>7.1% |
| 9. I WOULD ALLOW A STUDENT TO BE ABSENT FROM A PORTION OF A CLASS TO MEET WITH A PEER SUPPORT MEMBER IF THE PEER SUPPORT MEMBER REQUESTED THIS. | 5<br>35.7% | 6<br>42.9% | 1<br>7.1% | | 1<br>7.1% |
| 10. I WOULD RECOMMEND THAT A STUDENT SEE A PEER SUPPORT MEMBER IF I THOUGHT THEY HAD A PROBLEM TO TALK OVER. | 1<br>7.1% | 7<br>50% | 4<br>28.6% | 1<br>7.1% | |
| 11. THE PEER SUPPORT PROGRAM AT OUR SCHOOL PROVIDES AN 'OUTREACH' SERVICE FOR THE COUNSELLING PROGRAM. | 2<br>14.3% | 7<br>50% | 5<br>35.7% | | |

| | Strong Agree | Agree | Unsure | Dis-agree | Strong Dis-agree |
|---|---|---|---|---|---|
| 12. THE PEER SUPPORT PROGRAM IS HELPING TO PROVIDE A CARING ATMOSPHERE IN OUR SCHOOL | 4<br>-----<br>28.6% | 8<br>-----<br>57.1% | 2<br>-----<br>14.3% | | |
| 13. STUDENTS WHO COMPLETE THE PEER SUPPORT TRAINING PROGRAM SHOULD RECEIVE COURSE CREDIT. | 1<br>-----<br>7.1% | 3<br>-----<br>21.4% | 4<br>-----<br>28.6% | 5<br>-----<br>35.7% | 1<br>-----<br>7.1% |
| 14. PEER SUPPORT ACTIVITIES IN OUR SCHOOL INCREASE SCHOOL SPIRIT. | 5<br>-----<br>35.7% | 6<br>-----<br>42.9% | 3<br>-----<br>21.4% | | |
| 15. PEER SUPPORT ACTIVITIES IN OUR SCHOOL PROVIDE NEEDED INFORMATION TO OUR STUDENTS | 2<br>-----<br>14.3% | 7<br>-----<br>50% | 4<br>-----<br>28.6% | | |
| 16. PEER SUPPORT ACTIVITIES IN OUR SCHOOL HELP RAISE THE SELF-ESTEEM OF STUDENTS. | 1<br>-----<br>7.1% | 9<br>-----<br>64.3% | 4<br>-----<br>28.6% | | |

## CLIENT QUESTIONNAIRE RESULTS

| GRADE: | number | (%) |
|---|---|---|
| 9 | 5 | (27.8%) |
| 10 | 6 | (33.3%) |
| 11 | 5 | (27.8%) |
| 12 | 2 | (11.1%) |
| total | 18 | (100%) |

| SEX | number | (%) |
|---|---|---|
| male | 6 | (33.3%) |
| female | 12 | (66.7% |
| total | 18 | (100%) |

THE PEER SUPPORT MEMBER I SAW WAS

| | | |
|---|---|---|
| older than me | 2 | (11.1%) |
| younger than me | 5 | (27.8%) |
| same age as me | 10 | (55.6%) |
| (not sure) | 1 | (5.6%) |
| total | 18 | (100%) |

THE REASON THAT I SPOKE TO A PEER SUPPORT MEMBER ABOUT A PROBLEM IS THAT:

| | frequency (/18) | % |
|---|---|---|
| I WAS ALREADY A FRIEND WITH THAT PEER SUPPORT MEMBER | 13 | 72.2% |
| THE PEER SUPPORT MEMBER APPROACHED ME TO TALK | 2 | 11.1% |
| A TEACHER SUGGESTED THAT I SHOULD | 1 | 5.6% |
| A FRIEND SUGGESTED THAT I SHOULD | 0 | 0% |
| MY PARENT SUGGESTED THAT I SHOULD | 0 | 0% |
| IT WAS MY OWN IDEA | 7 | 38.9% |
| OTHER | 1 | 5.6% |

| | Agree | Strong Agree | Unsure | Dis-agree | Strong Dis-agree |
|---|---|---|---|---|---|
| 1. I FEEL THAT THE PEER SUPPORT MEMBER WAS INTERESTED IN MY PROBLEMS | 12<br>66.7% | 6<br>33.3% | | | |
| 2. I FELT COMFORTABLE WITH THE PEER SUPPORT MEMBER | 13<br>72.2% | 5<br>27.8% | | | |
| 3. I WOULD HAVE FELT MORE COMFORTABLE IF I HAD SPOKEN TO AN ADULT | | 2<br>11.1% | 4<br>22.2% | 7<br>38.9% | 5<br>27.8% |
| 4. THE PEER SUPPORT MEMBER HELPED ME TO SEE MY PROBLEM MORE CLEARLY | 10<br>55.6% | 4<br>22.2% | 4<br>22.2% | | |
| 5. THE PEER SUPPORT MEMBER HELPED ME WORK TOWARDS DECIDING WHAT TO DO ABOUT MY PROBLEMS | 8<br>44.4% | 5<br>27.8% | 4<br>22.2% | 1<br>5.6% | |
| 6. MEETING WITH A PEER SUPPORT MEMBER HAS HELPED ME FEEL BETTER ABOUT SCHOOL | 4<br>22.2% | 1<br>5.6% | 9<br>50% | 2<br>11.1% | 2<br>11.1% |
| 7. TALKING TO A PEER SUPPORT MEMBER HAS HELPED ME TO UNDERSTAND THINGS BETTER | 13<br>72.2% | 3<br>16.7% | 2<br>11.1% | | |
| 8. I WOULD SEE A PEER SUPPORT MEMBER AGAIN IF I HAD A PROBLEM | 6<br>33.3% | 8<br>44.4% | 4<br>22.2% | | |
| 9. I WOULD RECOMMEND THAT A FRIEND SEE A PEER SUPPORT MEMBER IF I THOUGHT THE FRIEND HAD A PROBLEM | 6<br>33.3% | 7<br>38.9% | 5<br>27.8% | | |
| 10. IT IS EASY FOR STUDENTS IN THIS SCHOOL TO SEE A PEER SUPPORT MEMBER IF THEY WANT TO | 7<br>38.9% | 3<br>16.7% | 7<br>38.9% | 1<br>5.6% | |
| | f<br>% | | | | |

# PEER SUPPORT MEMBER QUESTIONNAIRE

| GOOD | SLT ABV AV. | AV | SLT BELW AV. | POOR | | GRT. IMPR | SLT IMPR | NO CNGE | DET. |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 5 | 3 | | YOUR ABILITY TO LISTEN TO OTHER FAMILY MEMBERS | 3 | 7 | 1 | |
| | 3 | 4 | 4 | | YOUR WILLINGNESSTO COMMUNICATE WITH OTHER FAMILY MEMBERS | 3 | 5 | 3 | |
| 3 | 2 | 3 | 2 | 1 | YOUR ABILITY TO "GET ALONG WITH" YOUR PARENTS | 3 | 2 | 4 | 2 |
| 3 | 2 | 4 | 1 | 1 | YOUR ABILITY TO "GET ALONG WITH" YOUR SIBLINGS | 4 | 5 | 2 | |
| 1 | 1 | 8 | 1 | | YOUR ACCEPTANCE OF RESPONSIBILITIES AT HOME | 2 | 7 | 2 | |
| 4 | 3 | 2 | 1 | 1 | YOUR OPEN-MINDEDNESS, OR WILLINGNESS TO ACCEPT THAT OTHERS HAVE THE RIGHT TO HOLD DIFFERENT VIEWS | 6 | 2 | 3 | |
| 4 | 2 | 5 | | | YOUR AWARENESS OF YOUR OWN FEELINGS | 8 | 1 | 2 | |
| | 4 | 4 | 3 | | YOUR ABILITY TO DEAL WITH YOUR OWN FEELINGS | 3 | 5 | 3 | |
| 4 | 3 | 3 | 1 | | YOUR AWARENESS OF THE FEELINGS OF OTHERS | 7 | 2 | 2 | |

| | |
|---|---|
| GOOD | GOOD |
| SLT ABV AV. | SLIGHTLY BELOW AVERAGE |
| AV | AVERAGE |
| SLT BELW AV. | SLIGHTLY ABOVE AVERAGE |
| POOR | POOR |
| GRT. IMPR | GREATLY IMPROVED |
| SLT. IMPR | SLIGHTLY IMPROVED |
| NO CNGE | NO CHANGE |
| DET | DETERIORATED |

| GOOD | SLT ABV AV. | AV | SLT BELW AV. | POOR | | GRT. IMPR | SLT IMPR | NO CNGE | DET. |
|---|---|---|---|---|---|---|---|---|---|
| 3 | 3 | 5 | | | YOUR AWARENESS OF HOW YOUR BEHAVIOR AFFECTS OTHERS | 5 | 3 | 3 | |
| 2 | 6 | 3 | | | YOUR ABILITY TO "GET ALONG WITH" FRIENDS | 6 | 5 | | |
| 3 | 2 | 5 | 1 | | YOUR ABILITY TO "GET ALONG WITH" CLASSMATES OR OTHER STUDENTS | 7 | 4 | | |
| 5 | 2 | 4 | | | YOUR ABILITY TO "GET ALONG WITH" YOUR TEACHERS | 2 | 4 | 5 | |
| 1 | 2 | 4 | 3 | 1 | YOUR ABILITY TO THINK POSITIVELY ABOUT YOURSELF | 4 | 5 | 2 | |
| 2 | 3 | 3 | 2 | 1 | YOUR FEELINGS ABOUT SCHOOL | 2 | 4 | 5 | |
| 3 | | 6 | 2 | | YOUR ACCEPTANCE OF SCHOOL RELATED RESPONSIBILITIES (HOMEWORK, ATTENDANCE, CLASS PARTICIPATION, ETC) | 1 | 4 | 6 | |
| 1 | 4 | 5 | 1 | | YOUR ABILITY TO MAKE DECISIONS | 3 | 6 | 2 | |
| 2 | 4 | 4 | 1 | | YOUR ABILITY TO COPE WITH ANY PROBLEMS THAT YOU MAY HAVE | 4 | 7 | | |
| 2 | 5 | 3 | 1 | | YOUR ABILITY TO HELP YOUR PEERS DEAL WITH ANY PROBLEMS THAT THEY MAY HAVE | 10 | 1 | | |
| 7 | 1 | 2 | 1 | | YOUR ABILITY TO CONTRIBUTE TO A CLASS DISCUSSION | 5 | 4 | 2 | |
| 1 | | 5 | 3 | 2 | YOUR ABILITY TO TAKE CRITICISM | 4 | 5 | 2 | |

## MEMBER QUESTIONNAIRE - WRITTEN RESPONSES

ITEM 1: Which skills learned from peer support training do you feel most confident using?

| Member # | Response |
|---|---|
| 1 | MY LISTENING SKILLS |
| 2 | CONFIDENTIALITY, LISTENING |
| 3 | LISTENING, PARA-PHRASING |
| 4 | LISTENING SKILLS, THE ABILITY TO UNDERSTAND WHAT OTHERS ARE FEELING, NOT BEING JUDGMENTAL |
| 5 | THE SKILLS WERE GENERAL, BUT AN ALL-AROUND ASSET |
| 6 | THE ABILITY TO LISTEN WITHOUT INTERRUPTING |
| 7 | THE LISTENING SKILLS I LEARNED FROM PEER SUPPORT ARE THE ONES I FEEL MOST CONFIDENT USING |
| 8 | MY LISTENING SKILLS, LISTENING TO PEOPLE IS EASIEST FOR ME |
| 9 | LISTENING WAS THE BEST BECAUSE IT SHOWS THE PERSON YOU ARE TALKING WITH THAT YOU ARE INTERESTED |
| 10 | I FEEL MOST CONFIDENT USING MY LISTENING SKILLS, AND MY ABILITY TO NOT GIVE ADVICE ANYMORE |
| 11 | BEING SURE OF MYSELF, EYE CONTACT |

ITEM 2: Which skills do you feel least confident using?

| Member # | Response |
|---|---|
| 1 | N/A |
| 2 | PARAPHRASING |
| 3 | I FEEL CONFIDENT USING ALL OF THESE |
| 4 | NOT SURE |
| 5 | N/A |
| 6 | ASKING SOMEONE IF THEY'VE BEEN SEXUALLY OR PHYSICALLY ABUSED |
| 7 | TRYING TO GET SOMEONE TO TALK. MAKING THEM FEEL COMFORTABLE. IF THEY AREN'T COMFORTABLE AND WILLING TO TALK, I'M NOT EITHER |
| 8 | - |
| 9 | - |
| 10 | ? |
| 11 | NOT GIVING ADVICE |

ITEM 3: Which aspect(s) of peer support training/meetings did you like most?

| Member # | Response |
|---|---|
| 1 | THE TRAINING WEEKEND |
| 2 | DISCUSSIONS ABOUT WHAT PROBLEMS WE HAVE EXPERIENCED |
| 3 | GROUP DISCUSSIONS AND ROLE PLAYS |
| 4 | BI ABLE TO CONFIDE IN THE GROUP AS A WHOLE AND LET THEM HELP ME WITH THE PROBLEMS I WAS DEALING WITH. GOING OFF WITH OUR LISTENING PARTNERS FOR ABOUT 15 MINUTES AND CONVERSING ONE ON ONE |
| 5 | VOICING MY OPINION AND ACTUALLY HAVE IT BEING ACCEPTED |
| 6 | OUR PARTNERS. BEING ABLE TO COME TO A MEETING AFTER A ROUGH DAY AND GO HOME FEELING PRETTY GOOD |
| 7 | THE ASPECT OF PEER SUPPORT I LIKED MOST WAS WHEN WE SHARED OUR EXPERIENCES WITH ONE ANOTHER. THE DIFFERENT SITUATIONS WE GOT INTO TALKING WITH OTHER PEOPLE |
| 8 | THE ROLE PLAYS WERE THE BEST WAY TO LEARN ABOUT DIFFERENT SITUATIONS |
| 9 | I LIKED WHEN WE DIVIDED INTO PAIRS FOR THE DIFFERENT COMMUNICATION EXERCISES |
| 10 | I LIKED HAVING PEOPLE THERE TO TALK TO |
| 11 | TALKING ABOUT MY PROBLEMS OR THE PROBLEMS OTHERS THAT I HAVE BEEN HELPING HAVE |

ITEM 4: Which aspect(s) did you like least?

| Member # | Response |
|---|---|
| 1 | I GUESS BEING ABLE TO NOTICE MY PROBLEMS BECOME A DRAG, BUT IT COMES WITH THE JOB |
| 2 | ALWAYS IN ONE BIG GROUP |
| 3 | I LIKED THEM ALL |
| 4 | WHEN WE DIDN'T HAVE MUCH TO TALK ABOUT AND EVERYONE GOT BORED, THEN GROUCHY AND FINALLY NEGATIVE IN ATTITUDE. I ONLY THINK THIS HAPPENED ONCE HOWEVER |
| 5 | ARGUMENTS FROM OVERLY EXPECTANT PEOPLE (WANTING TOO MUCH FROM IT) |
| 6 | WHEN ALL WE DID WAS SHEETS, AND WHEN MR. CARTER GOT MAD |
| 7 | I ENJOYED PEER SUPPORT VERY MUCH AND I DON'T FEEL THERE WAS ANYTHING IN THE TRAINING MEETING I DISLIKED. |
| 8 | SOME OF THE ARGUMENTS. THE TIMES WHEN WE COULDN'T GET ALONG. THE PERSON TO PERSON DISCUSSIONS |
| 9 | ACTING OUT SITUATIONS |
| 10 | NONE |
| 11 | WHEN EVERYONE GETS DOWN OR NEGATIVE ABOUT THE PROGRAM |

ITEM 5: Did what you learned as a result of being in peer support meet your expectations?

| Member # | Response |
|---|---|
| 1 | YES, VERY MUCH |
| 2 | YES |
| 3 | YES |
| 4 | YES IT DID BECAUSE I NOW FEEL MORE ABLE AND COMPETENT TO DEAL WITH OTHERS OR MY OWN DIFFICULTIES IN LIFE |
| 5 | YES, HOWEVER I NEVER REALLY SET ANY GOALS OR "EXPECTATIONS" UP BEFOREHAND. PLUS I LOATHED THE IDEA OF KEEPING TRACK OF MY FRIENDS PROBLEMS. USUALLY, THE SAME PEOPLE HAVE THE SAME PROBLEMS AND THERE AREN'T THAT MANY PEOPLE COMING TO YOU THAT YOU'D LOSE TRACK OF WHO HAD WHAT PROBLEM WHEN. REMEMBER: WE AREN'T COUNSELLORS - ONLY FRIENDS |
| 6 | YES |
| 7 | YES, I WANTED TO DEVELOP BETTER COMMUNICATION SKILLS. THIS WAS ONE OF MY EXPECTATIONS AND IT WAS MET ALONG WITH MANY OTHERS |
| 8 | YES, I DIDN'T EXPECT TO LEARN AND KNOW EVERYTHING ABOUT HELPING SOMEONE |
| 9 | YES, I FEEL THAT I CAN COMMUNICATE WITH ALMOST ANYONE NOW |
| 10 | YES IT WAS ALL THAT I EXPECTED IT TO BE |
| 11 | NOT SURE BUT I KNOW THAT I'M NOT DISAPPOINTED AT ALL |

ITEM 6: Has being in peer support made any differences in your feelings about school?

| Member # | Response |
|---|---|
| 1 | SORT OF. I HAVE A POSITIVE ATTITUDE |
| 2 | NO |
| 3 | NO, NOT REALLY |
| 4 | NOT REALLY, BUT IT HELPS ME DEAL WITH TEACHERS SOMETIMES |
| 5 | NO |
| 6 | YES, I FEEL LIKE SCHOOL CAN BENEFIT ONE OF THESE DAYS, INSTEAD OF TAKE ME NOWHERE |
| 7 | NO, THERE HAS BEEN NO CHANGES TOWARDS MY FEELINGS AS A RESULT OF PEER SUPPORT |
| 8 | NO, NOT REALLY |
| 9 | NO, I STILL HATE IT |
| 10 | YES I CAN ENJOY IT MORE AND I FEEL MORE A PART OF THE SCHOOL |
| 11 | YES, I LIKE SCHOOL BECAUSE OF THE PEOPLE THAT TRUST ME TO TALK WITH THEM ABOUT PERSONAL THINGS |

ITEM 7: Has being in peer support made any differences in your relationships with family members?

| Member # | Response |
|---|---|
| 1 | I HAVE BEEN ABLE TO DISCUSS PROBLEMS MORE OPENLY |
| 2 | YES |
| 3 | A LITTLE |
| 4 | YES, IT MAKES ME MORE ABLE TO PRESENT MY OPINIONS AND IDEAS TO PARENTS WITH A BETTER PLANNED APPROACH AND I CAN OFTEN DEAL WITH ANY FEELINGS I HAVE EASIER BECAUSE I CAN NOW PLACE MYSELF IN THEIR POSITION |
| 5 | YES |
| 6 | YES, ME AND MY SISTER GET ALONG REALLY WELL BECAUSE I DON'T GET AS MAD AS I USED TO WHEN SHE BUGS ME |
| 7 | YES, I FEEL I CAN COMMUNICATE BETTER WITH FAMILY MEMBERS SINCE I'VE BEEN A PART OF PEER SUPPORT |
| 8 | NO |
| 9 | YES, I DON'T GET ALONG WITH THEM THAT GOOD BUT I AM SLOWLY WORKING IT OUT |
| 10 | YES BECAUSE I CAN UNDERSTAND THEM IN A DIFFERENT POINT OF VIEW NOW |
| 11 | YES, MY SISTER AND I ARE CLOSER AND I TALK MORE WITH MY PARENTS |

ITEM 8: Has being in peer support made any differences in your relationships with friends?

| Member # | Response |
|---|---|
| 1 | A LOT OF MY FRIENDS HAVE TALKED TO ME MORE DEEPLY |
| 2 | YES |
| 3 | YES |
| 4 | YES, I NOW RECOGNIZE CERTAIN SIGNS IN THEM THAT ARE OF DISTRESS AND I AM ABLE TO UNDERSTAND THEM BETTER |
| 5 | YES |
| 6 | IN A WAY, I CAN TALK TO THEM BETTER, BUT SOME WON'T TALK BECAUSE THEY THINK I'LL TELL OR JUST BECAUSE OF PEER SUPPORT |
| 7 | YES. MANY FRIENDS SEEM MORE OPEN TOWARDS ME. A LOT OF THEM HAVE COME TO ME TO TALK. THIS WASN'T HAPPENING BEFORE. |
| 8 | YES, I LISTEN TO THEM AND UNDERSTAND THEIR FEELINGS MORE THAN I DID BEFORE |
| 9 | YES, I CAN TELL WHEN THEY ARE IN A BUMMER MOOD AND I CHEER THEM UP |
| 10 | YES I CAN NOW FEEL MORE OPEN WITH THEM |
| 11 | YES, I TALK A LOT MORE WITH THEM SERIOUSLY AND THEY CAN REALLY TRUST ME MORE |

ITEM 9: Can you suggest any changes which might improve the peer support training program and/or meetings?

| Member # | Response |
|---|---|
| 1 | TO ALLOW ANYONE WHO IS WILLING TO MAKE THE COMMITMENT |
| 2 | NOT SO MANY DOING THE SAME THING, MORE SITUATION SIMULATIONS |
| 3 | NO, IT WAS ALL REALLY GOOD |
| 4 | MORE ONE ON ONE WITH DIFFERENT PEOPLE. EVERYTHING WAS DONE, I FEEL, TO MAKE IT SUCCESSFUL |
| 5 | TRY NOT TO MAKE IT SOUND AS IF EVERYONE OF US WILL DEAL WITH SUICIDE OR RAPE AT LEAST ONCE |
| 6 | NOT TO HAVE THEM EVERY WEEK, ONLY EVERY 2nd MONDAY |
| 7 | MAYBE NOT SO MUCH IMPORTANCE PUT ON TRAINING AND MORE ON PERSONAL EXPERIENCES SHARED WITH THE GROUP |
| 8 | I THINK THAT AFTER THE BASIC TRAINING IS COMPLETE, MEETINGS SHOULD ONLY BE CALLED IF SOMETHING COMES UP |
| 9 | - |
| 10 | KEEPING THE TEAM THE SAME SIZE |
| 11 | IF POSSIBLE, SOMEHOW DON'T LET MEMBERS GET DOWN DURING THE MEETING OR TALK NEGATIVELY ABOUT ANYONE/ANYTHING |

ITEM 10: Would you recommend being in peer support to others? Why or why not?

| Member # | Response |
|---|---|
| 1 | I WOULDN'T RECOMMEND IT TO PEOPLE THAT ARE HAVING A LOT OF PROBLEMS BECAUSE ONCE THEY CAN BEGIN TO NOTICE THEIR PROBLEMS THEY MAY BECOME EMOTIONALLY STRESSED OUT |
| 2 | YES BECAUSE YOU LEARN TO BECOME MORE PATIENT AND UNDERSTANDING WITH OTHERS. PEER SUPPORT HELPS ME WITH MY PROBLEMS |
| 3 | YES, IT'S A REALLY GOOD EXPERIENCE AND I ENJOY HELPING OTHERS. ALSO YOU CAN GET TO PLAN A LOT OF FUN ACTIVITIES FOR THE SCHOOL |
| 4 | YES I WOULD AS IT WAS A GREAT LEARNING EXPERIENCE AND THE MORE PEOPLE IN OUR SCHOOL INVOLVED WITH IT, I FEEL THE MORE SENSITIVE OUR STUDENTS WILL BE AND HOW MUCH MORE CARING WOULD BE IN OUR SCHOOL |
| 5 | YES, BECAUSE IT HELPS ROUND OUT PERSONAL MORALS. NO, BECAUSE PEOPLE EXPECT A LOT FROM YOU. WHEN IT SEEMS LIKE YOU'RE DOING NOTHING (I MERELY HELPED MY FRIENDS AS MUCH AS BEFORE) |
| 6 | YES, I THINK IT'S A GREAT EXPERIENCE AND YOU LEARN A LOT ABOUT HOW PEOPLE CAN HIDE THEIR FEELINGS, AND YOU KNOW WHAT TO DO IN A SERIOUS SITUATION |
| 7 | YES I WOULD RECOMMEND BEING ON PEER SUPPORT TO OTHERS. I FEEL BEING A PART OF PEER SUPPORT HAS ALLOWED ME TO BECOME A BETTER LISTENER, A BETTER COMMUNICATOR AND MANY OTHER THINGS. THESE THINGS ARE IMPORTANT FOR EVERYONE TO HAVE. PEER SUPPORT WAS A GREAT EXPERIENCE FOR ME AND IT WOULD BE GREAT FOR OTHERS TO EXPERIENCE |
| 8 | YES, BECAUSE IT'S A GREAT WAY TO LEARN HOW TO UNDERSTAND PEOPLE BETTER. IT COULD HELP IN LATER YEARS WITH SUICIDE VICTIMS OF EVERYDAY PROBLEMS (HOW TO PREVENT THEM) |
| 9 | YES, BECAUSE IT IS A GOOD PROGRAM AND IT TELLS YOU SITUATIONS AND HOW TO HELP OUT IN A CRISIS |
| 10 | YES BECAUSE YOU WILL LEARN HOW TO ENJOY SCHOOL AND LEARN HOW TO FIND THE BEST IN EVERYONE |
| 11 | I WOULD ONLY RECOMMEND IT TO PEOPLE WHO I KNOW ARE CARING FOR PEOPLE BECAUSE I FEEL THAT THERE ARE ONE OR TWO PEOPLE ON THIS YEARS TEAM DON'T CARE ENOUGH FOR PEOPLE AND TEND TO PUT OTHERS DOWN PUBLICLY MORE THAN THEY SHOULD |

# PARENT QUESTIONNAIRE RESULTS

| GOOD | SLT ABV AV. | AV | SLT BELW AV. | POOR | | GRT. IMPR | SLT IMPR | NO CNGE | DET. |
|---|---|---|---|---|---|---|---|---|---|
| 4 | 2 | 4 | | | ABILITY TO LISTEN TO OTHER FAMILY MEMBERS | 2 | 5 | 3 | |
| 5 | 3 | 1 | 1 | | WILLINGNESSTO COMMUNICATE WITH OTHER FAMILY MEMBERS | 3 | 3 | 4 | |
| 7 | 1 | 1 | 1 | | ABILITY TO GET ALONG WITH ADULTS | 3 | 2 | 5 | |
| 4 | 3 | 3 | | | ABILITY TO GET ALONG WITH SIBLINGS AND/OR TEENAGERS | 2 | 4 | 4 | |
| 3 | | 6 | 1 | | ACCEPTANCE OF RESPONSIBILITIES | 2 | 6 | 2 | |
| 3 | 2 | 3 | 2 | | OPEN-MINDEDNESS; WILLINGNESS TO ACCEPT THAT OTHERS HAVE THE RIGHT TO HOLD DIFFERENT VIEWS | 3 | 6 | 1 | |
| 2 | 1 | 6 | 1 | | SELF-AWARENESS | 5 | 5 | | |
| 1 | 2 | 6 | | 1 | ABILITY TO MAKE DECISIONS | 6 | 1 | 3 | |
| 4 | 2 | 4 | | | FEELINGS ABOUT SCHOOL, INCLUDING MAINTAINING REGULAR ATTENDANCE | 4 | 3 | 3 | |

| | |
|---|---|
| GOOD | GOOD |
| SLT ABV AV. | SLIGHTLY BELOW AVERAGE |
| AV | AVERAGE |
| SLT BELW AV. | SLIGHTLY ABOVE AVERAGE |
| POOR | POOR |
| GRT. IMPR | GREATLY IMPROVED |
| SLT. IMPR | SLIGHTLY IMPROVED |
| NO CNGE | NO CHANGE |
| DET | DETERIORATED |